

Holte School Information Report for Pupils with Special Educational Needs and/or Disabilities September 2024-25

*Please also refer to the 'Birmingham Local Offer' for more information about the services that your child could access. The Birmingham Local offer can be found at <https://www.localofferbirmingham.co.uk/> and for a signed version, please follow the YouTube link <https://www.youtube.com/watch?v=TcAbIK6EVQ0>

*Please also see the school's SEND Policy, Access arrangements policy, Anti-Bullying Policy, Behaviour Policy & Complaints Policy for more details.

Holte School is a fully inclusive Quality First Teaching institution where children and young people develop socially and academically. They experience support, acceptance and real opportunities for friendships and positive relationships, as well as a challenging learning environment. Effective inclusion is evident throughout the school with young people developing in line with their own hopes and aspirations, as well as those of their parents, carers and educators. We aim to identify a pupil's individual and specific areas of need early and make provision to meet their needs.

What kinds of Special Educational Needs does our school make provision for?

Special Educational provision should be matched to the child's identified special educational need and disability (SEND). Children's educational needs are generally thought of across four broad areas of need and support:

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

How does our school identify and assess Special Educational Needs and Disabilities?

Identification begins with information and data collection from a range of sources. Subject teachers, supported by the SENCO and Senior Leadership Team as well as the pastoral team, make regular observations and assessments of progress for all pupils and identify those making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

- It can include progress in areas other than attainment -for instance where a pupil needs to make additional progress with wider development or social needs in order to make successful transition to adult life.
- Parent and pupil views are essential part of the person-SEN centred process

A clear analysis of individual needs will be carried out by the SENCO with the support of outside agencies e.g. PSS, EP and or CAT.

Pupils will be monitored by their teachers and the SENCO through the 'Assess, Plan, Do and Review' cycle.

Staff are asked to fill out a SEND Cause for Concern MS Forms link which asks them a series of different questions which looks at what support has already been made in the classroom. Once this has been received by the SENCo, an action plan is made which follows the graduated plan of Assess, Plan, Do and Review (see below).

What is the 'assess, plan, do and review' cycle?



If pupils are still not making progress, or needing additional support, then they will be placed on the SEND register. As a result of a child being placed on the register, they will have a learning plan written and reviewed for them each term with individual targets. These will be discussed with parents. Further support may be required from external agencies. For the very few pupils who have complex and significant SEND then they may need an Education, Health and Care Plan (EHCP) or a SEND support provision Plan. The decision made to provide support for pupils with additional needs is made through a collaborative working with all agencies, including parents/carers and pupils.

How does the school know that progress is being made by Pupils with SEND?

In accordance with the SEND Code of Practice (2014), the process for responding to children identified as needing additional support, follows the four-step cycle called the Graduated Response.

1. Assess - The child is assessed thoroughly to identify key areas of need.
2. Plan - Plan provision that is needed to scaffold the child's learning.
3. Do - The support plan is put in place and monitored over a period of time.
4. Review - Review progress against the child's targets.

Your child's progress is continually monitored by his/her teachers. Their summative progress is reviewed every term by their Head of Year. This is the case for all children in school. Pupils on the SEND register will have a Learning Plan which will be reviewed termly by all those involved including Teaching Assistants, Teachers, Pastoral Team and SENCO. Children on our SEND register for learning difficulties have a Language and Literacy Continuum which provides ongoing formative assessment and the targets feed into the Learning Plan. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

Holte School uses constant ongoing and consistent formal and informal assessments. Some assessment is made on a lesson-by-lesson basis and monitored by their teachers. Each year group will carry out termly assessments which then inform teacher planning and differentiation. Where a child has been identified as needing an intervention programme, assessments are carried out at the beginning and end of any interventions which are in place and, of course, regular observations are made by the teachers and any support staff involved. Outcomes of interventions delivered are evaluated through effective target setting and by employing a tiered response to students' needs and the effective involvement of external professionals.

What is the school's approach to teaching students with special educational needs?

All teachers are trained to adapt their teaching to meet a range of students' needs. We differentiate the curriculum accordingly and consider ability and different ways in which students learn. The SENCO has a role in supporting class teachers to do this as effectively as they can to make classroom learning more accessible for all learners. Heads of Year, the SENCO and SLT members monitor students' books to see how effective these strategies are. We consider recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is not meeting age related expectations, the teachers will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the student to learn more effectively.

Holte School have a robust quality assurance cycle which means all subjects are involved in some sort of quality assurance which involves robust targets for teachers to follow as part of the teaching and learning review process. All observations are then completed on Steplab and teachers are given verbal/written feedback. The SENCO also completes quality assurance to ensure all SEND students are receiving high quality teaching. At the end of the quality assurance process the feedback is sent to the senior leadership team who come up with targets for each department.

How does the school adapt the curriculum and learning environment for students with special

educational needs?

We provide individualised curriculum pathways which are put in place during the summer term of year 9 to help students to make appropriate choices for their KS4 curriculum, linking them to likely career paths. Students who need extra support with their learning are placed in a small nurturing class of no more than 15 students from year 7. Our curriculum provides lots of learning challenges throughout the academic year that will require students to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum. We acknowledge that all children learn and develop in different ways and may need extra help and support at various points throughout their time at school. All pupils' needs will be frequently reassessed (at least three times per year, some children may need more) in order to ensure that the provision is suitable and supports the child's development.

Our SENCO, working alongside subject teachers, monitors all SEND provision and progress of any student requiring additional support across the school. Their teachers and TA's will oversee, plan and work with each child with SEND to ensure that progress in every area is made. This is Quality First Teaching and is where the work is highly differentiated and suits the needs of all students. Alongside Quality First Teaching, there may be a Teaching Assistant working with your child, either individually or as part of a group. This means that students may be taken out of the classroom for some of these sessions, but they will continue to work on the same areas as the rest of the class, which ensures a smooth transition commences back into the classroom. The regularity of these sessions will be explained to parents when the support starts. Each student's teacher will be finding ways to support them such as:

- Adapting the way activities are planned and delivered
- Matching activities to the ability / need of each student (adaptive teaching)
- Adapting learning materials such as equipment and activities to suit each student's needs
- Offer small group support to promote skills identified in the student's SEND Support Plan or EHC Plan.

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the student's needs
- Provide advice to schools on how to best support the student
- Suggest resources that would help the student make progress

Our teachers/teaching assistants work in partnership with parents and the SENCO to find ways to support each student with their needs, including giving parents ideas on how to help their student at home.

The Accessibility and Equality Plan are regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND students (e.g. enlarged texts, reading books, maths equipment, ICT) and we will work with agencies such as Physical Difficulties Support Service or Sensory Support to ensure that pupils have access to the support they need.

What additional support is available for students with special educational needs?

Additional support is tailored to meet the individual needs of our students. It may include

additional support from their teachers, teaching assistants and/or the SENCO; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual student's needs and significance of difficulties. Teachers and the SENCO will discuss additional provision with parents and students. Our aim is to provide enough support to help the student to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting and into adulthood. We also employ onsite school nurses as well as school counsellors available to pupils either through self-referral or referred by staff or parents.

What extra-curricular activities can a student with SEND access at school?

We plan all activities in an inclusive way, so that whenever possible all students join in activities unless participation may cause distress, anxiety or risk. These students will be provided with alternative provision. They are always involved, along with their parents/carers, in any decisions made and steps taken. There are many opportunities for students to participate in a variety of activities, some of which will be specifically arranged for SEND students. We have an extra-curricular spreadsheet, this allows us to carefully monitor students who attend extra-curricular activities so we can ensure those students who are not attending to push them to attend.

What support is available for improving the emotional and social development of our students with special educational needs?

We believe that emotional and social development is very important in the overall education of students. Being happy at school is crucial. Where students are found to have needs around emotional and social development, provision is put in place to support them (e.g. social communication groups, Thrive Programme and counselling) and progress is monitored. Some pupils may have needs related to behaviour and we work closely with parents to support these students in school. We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child's safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.

How will I know how Holte School supports my child?

If your child is placed on the Special Educational Needs and/or Disabilities (SEND) register, you will be asked to speak to the SEND department at Parents' Evenings to review your child's targets. You will also be invited into school for additional meetings depending on your child's level of need. Holte School currently supports children who have been identified as requiring additional assistance, through the referral and assessment system described above. We will assign teaching assistants to the individuals who are identified as requiring support. The SEND team also provides 'access arrangements' at Key Stages 3 and 4, supporting pupils with SEND appropriately in examinations, based upon need.

How does the school get more specialised help?

Agency or Service	Who they work with?
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Educational Psychology	Pupils with more significant and complex learning needs. Provide school staff with advice on teaching strategies, resources, individual and whole school training
Pupil and School Support (PSS)	Provide school staff with advice on teaching strategies and resources, individual and whole school training to support pupils with difficulties in language, literacy and maths. Individual assessments of pupils who are not making progress in language, literacy and maths and advice on next steps.
Speech and Language Therapy Service (SaLT)	Pupils who are referred by the GP or school who have specific speech or language needs. Provide school with advice on work that can be carried out in school as well as providing specific programmes in clinic.
Communication Therapists Pupils who are struggling to access the curriculum with potential communication needs.	Provide school with advice on work that can be carried out in school as well as providing therapy sessions and supporting referrals to Paediatricians.
Communication and Autism Team	Pupils with social and communication difficulties or a diagnosis of Autism. Provide individual and whole school training for staff

	with advice on teaching strategies, resources for pupils with Autism.
Sensory Support Service Pupils with visual or hearing impairments.	Provide school with advice regarding resources and strategies to support pupils with sensory impairments.
Health professionals	Provide advice and support for staff working with individual pupils with health needs: School Nurse. Physiotherapist. Occupational therapist. Child Development Centre.
Forward Thinking/School counselling service	Pupils with specific mental health issues e.g. anxiety/depression.
Physical disability School Service	Provide school with advice regarding resources and strategies to support pupils' physical needs.

We always look to provide appropriate support for pupils' individual needs. We work alongside other specialist services, if they are required by the pupil, so long as s/he meets the qualifying criteria based on their assessment.

How will the curriculum be matched to my child's needs?

Depending on the Key Stage they are in, pupils receive extra support in a variety of ways (please see below):

- Outstanding Quality First Teaching (differentiated to meet the needs of learners)
- Nurture Group (KS3) consisting of extra literacy and numeracy lessons.
- Intervention groups for reading.
- Catch-up Literacy and Numeracy.
- Teaching Assistant (TA) support in and out of lessons.
- Examination access arrangements (if applicable, as above).
- Flash Academy for EAL support.
- Outstanding pastoral support.
- We work in partnership with external agencies to provide specialist support and assessment to help identify barriers to learning.
- Use of technology to support students e.g. iPads, Laptops, Reader Pens.

How will you help me to support my child's learning?

Parental support is encouraged by the SEND department and we ask parents to support and work with us. We fully believe that, "Together we can make a difference". Holte School often invite parents in for a 'coffee morning' to discuss the year ahead as well as your child's needs. These take place in the school day, by invitation.

What support will there be for my child's overall well-being?

Pastoral support is offered to all pupils in all year groups via a Year Manager who has an academic focus. Also, Year Co-ordinators have a welfare focus and work closely with a team of form tutors who meet with their forms twice a day and who provide advice and guidance for them.

We have a lively SMSC programme that aims to inform and empower our pupils about life in the wider world. There are various avenues whereby pupils can make their voice heard including the school council, year council, and a team of prefects.

Holte School uses the Whisper system. This internet site gives pupils a platform to communicate any issues that concern them and any referrals go directly to senior staff. In addition, the site houses lots of advice videos that cover a host of issues that affect teenagers today.

What training are the staff supporting children and young people with SEND had or are having?

All teaching assistants hold NVQ qualifications in supporting Teaching and Learning. All teachers hold a relevant degree and a recognised teaching qualification. In addition to this all members of staff have regular training to improve standards of teaching and learning and to ensure equality of opportunity for all. Every year, our staff follow an extensive continued professional developmental programme to develop staff understanding of needs and how best to support our pupils.

How will my child be included in activities outside the classroom, including school trips?

Holte School is fully inclusive and offers a rich and broad-based curriculum with plenty of opportunities for students to experience activities outside the classroom, including educational visits. These trips and activities are fully inclusive. Here are a few examples:

- . Y7: Warwick Castle (History)
- . Y8: The Big Bang Fair (NEC) (Science)
- . Y9: Centre of Alternative Technology trip (Geography)
- . Y9 & Y10: A Christmas Carol Play in School (English)

In addition to this, the Modern Foreign Languages department offers the opportunity for students to travel and experience new cultures by offering trips to France.

How will the school prepare and support my child when joining Holte School or transferring to a new school or post-16 provision?

Holte School offer a variety of support systems for new students and for students making the transition from Key Stage 2-3 and 4-5. The services available include:

- A network of supportive form coaches
- A transition day for Y6 students/ Nurture group transition days
- Pastoral support for students finding transition from Y6-Y7 difficult
- Career advice aimed at ensuring students make the right options in Year 9 (pathways)
- Year 11 -Career advice and support on choosing the right course. (Post 16)
- Years 12/13 - Quality First teaching and a supportive learning environment, continued career advice, guidance and support in accessing higher education establishments.

What should I do if I think my child may have a special educational need or disability?

You can contact the SENCO either by ringing the school and arranging an appointment on 01215664370 or via email s.ahmed@holte.bham.sch.uk. The SENCO, Mr Ahmed, will then look at the request and decide who is best suited to complete the assessment. Results will then be shared with parents/carers at the earliest opportunity: the SENCO will inform you of the best interventions for the child and will also let you know about which providers will deliver these services.

Who can I contact for further information?

Mr S Ahmed – Special Education Needs Co-ordinator (SENCO)
Mr A Oliver – Deputy Head Teacher/Inclusion