

Hollingwood Primary School



SEND Information Report 2025-26

Date policy ratified by the Local Governing Body:

Date of policy publication: September 2025

Author of policy: Miss Jade Thirkell (SENDCo)



Our School

Our School Vision

Our vision is for a school which provides outstanding opportunities for the children of the Hollingwood community. It is important to us that children come to school happy and ready to learn and that we work in close partnership with parents to achieve this.

Our vision is for a curriculum which is immersive and provides regular first-hand experiences for the children. Wherever possible we will respond to the needs and interests of the child whilst ensuring that our provision is broad, balanced and relevant.

Our vision is for an inclusive school where pupils of all abilities, background and need are respected and valued for the contribution they make. We will ensure that our practices support equality of opportunity and recognise the cultural values of our wider community.

Our vision is for a school with a forward thinking and proactive philosophy - one which embraces the benefits of living in a technologically advanced society whilst appreciating the need to protect cultural values and traditions.

Our vision is for a school where children understand the positive impact they can have in changing the world around them by showing care, compassion, tolerance and kindness.

A school where **Respect, Resilience and Responsibility** are held dear.

- We value our community, we enjoy involving parents and the wider community in events and opportunities
- We value teamwork and see ourselves as 'The Hollingwood family'
- We value aspiration and strive to be the best we can be

September 2025 Information

Hollingwood Primary currently has 314 pupils on role.

There are currently 58 pupils (18.4%) on the SEND register which is above the national average. All of these pupils have an Individual Education Plan (IEP), referred to as a SEND Support Plan.

The most prevalent Broad Area of Need at Hollingwood Primary is Communication and Interaction and the most prevalent Primary Needs are Autistic Spectrum Disorder and Social, Emotional and Mental Health (SEMH).

13 pupils (4.1%) have an Education, Health and Care Plan (EHCP) which is above the national average for primary schools.



Meet the Inclusion Team



Our SENDCo is Miss Jade Thirkell.

If you would like to contact Miss Thirkell, please call school on 01246 472417, send a message on Class Dojo or email senco@hollingwood.derbyshire.sch.uk



Our Behaviour and Inclusion Lead is Mr Ben Lodge.

If you would like to contact Mr Lodge, please call school on 01246 472417 or send a message on Class Dojo.



Our Children and Family Support Worker is Miss Helen Hudson.

If you would like to contact Miss Hudson, please call school on 01246 472417 or send a message on Class Dojo.



Special Educational Needs

Hollingwood Primary is a mainstream school that supports pupils from Nursery to Year 6 with a variety of special educational needs. We pride ourselves on being a highly inclusive school with an ethos that encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND Code of Practice 2014:

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



Identifying and Assessing Need

At Hollingwood Primary, we work collaboratively amongst staff and alongside parents/carers to prioritise the early identification of SEND. If the team around a child have concerns, the Monitoring and Concern (MAC) process is instigated as detailed below:

SEND Graduated Response



Concerns are identified

- Limited progress evidenced
- Staff observations
- Parent/carer concerns
- Challenging or change in behaviour
- Struggling to access whole class learning
- Pupil progress meeting discussions
- Information shared by previous setting

Assess, Plan, Do, Review Cycle 1

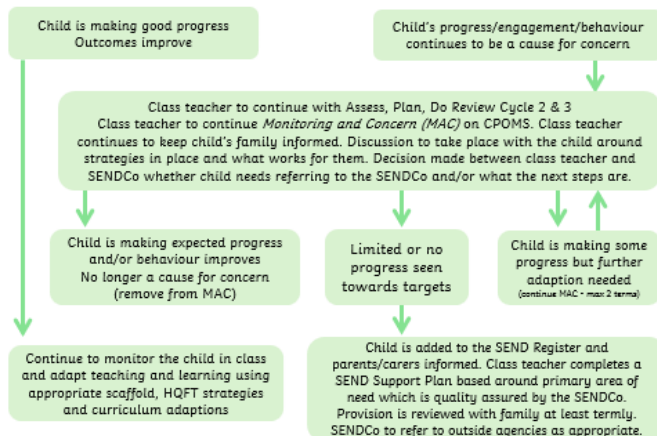
Class teacher follows the assess, plan, do, review cycle using *Monitoring and Concern (MAC)* on CPOMS. Class teacher to monitor and assess the child. Use AFL to assess the broad area of need and teacher to make adaptations to teaching and learning (using the *QFT* document and the *Curriculum Adaptions* document). If EAL, consult the Bell Foundation for strategies and ask parents/carers about home language.

Plan for and use appropriate scaffolds in lessons.

Talk to the child and their family about their needs and support.

Inform the SENDCo that you have begun the *Monitoring and Concern (MAC)* process and have informed the child's family.

Assess progress and effectiveness of the adaptations made



A child's movement through the graduated approach may be escalated if needs are significant or if there is a sudden change



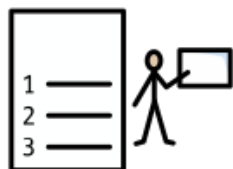
Our approach to teaching children with SEND

We are an inclusive school. We pride ourselves on our high-quality universal offer whereby we strive to scaffold all pupils to learn alongside their age equivalent peers. Teachers adapt their high-quality teaching to cater for the needs of the pupils in their class.

Our classroom environments are informed by Sweller's Cognitive Load Theory and are equipped with consistent working walls, neutral decor and dual coded vocabulary using Widgit symbols. There is a calm corner in every classroom and The Zones of Regulation form part of our every day practice.

We use the EEF 'Five-a-day' principle and embed the key strategies into our lessons:

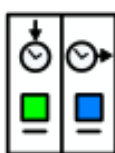




Curriculum Adaptations



Visual timetables



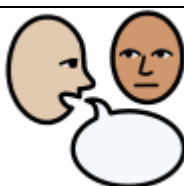
Task boards



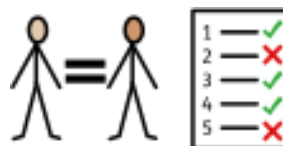
Learning partner



Assistive technology



Talk partners



Peer marking



Self-assessment



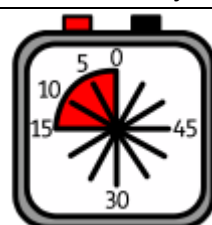
Dual coded vocabulary



Word mats



Sensory tools



Timers



Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and enable all pupils to access the classroom

environment.

We also seek advice and equipment from outside agencies where appropriate to meet a pupils' needs.



Parent/Carer Voice

At Hollingwood Primary, we work closely with parents and carers and recognise them as a crucial part of the team around a child with SEND.

Class teachers are contactable via Class Dojo and available to speak with parents and carers before and after school.

Parents/carers of pupils with SEND are part of an Inclusion Dojo page which is used to share advice and information relevant to our local area.

Parents and carers are invited to termly review meetings of their child's SEND Support Plan with the class teacher. Pupils with an Education, Health and Care Plan (EHCP) have an Annual Review meeting in addition to the three termly review meetings.

During review meetings we will celebrate your child's learning, look at the progress they have made against their personal targets set and discuss next steps. Where appropriate, external professionals will also be invited to contribute to review meetings.



Pupil Voice

A pupil's views are very important. We believe that they have a right to be involved in discussions about their education and feel they make valuable contributions towards decisions that are made about their support.

Pupils are given regular opportunities to:



Self-assess
how they are
doing



Attend meetings
and join in
discussions about
what they need



Feedback and review
progress/interventions



Evaluating Provision

At Hollingwood Primary we know that as professionals we are always learning. Phase leads work alongside the SENDCo, Deputy Headteacher and Headteacher to review provision across school and evaluate the impact on pupil outcomes.

Pupil's individual progress against their targets is reviewed every term as a minimum. Assessments are used to establish a baseline and then to evaluate the impact of an intervention or support offer.

The SENDCo completes monitoring of teaching and learning through learning walks, lesson observations, planning and workbook reviews and pupil interviews.



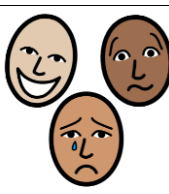
Staff Training

At Hollingwood Primary, we believe in professional development and aim to ensure all our staff have the understanding and expertise they need to be able to support all pupils.

We have staff trained in:



The Zones of
Regulation



ELSA



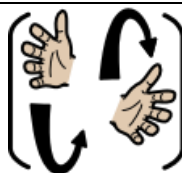
Speech and
Language
Therapy



RWI Phonics



Understandin
g Autism



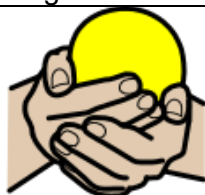
Makaton



Bucket Time



Intensive
Interaction



Nurture
Support



Attachment



De-escalation



Team Teach



Transition Support

Nursery to Reception

We hold a Welcome Meeting in the summer term for our new Reception starters, providing parents and carers with the opportunity to meet with the class teacher and the SENDCo.

Pupils have a transition visit followed by a transition day and a Welcome Booklet is shared with families that contains lots of information and photos of staff and the learning environment. Where needed, extended transition plans are written in accordance with individual pupil needs.

End of Year transition

When children move up a year, they will visit their new class for a transition day in the summer term. Where a pupil may benefit from additional visits, these are arranged.

Staff explain what might be different in their new class but also focus on what will stay the same. Classes are very consistent across school to aid with transitions.

Where needed, extended transition plans are written in accordance with individual pupil needs.

Secondary Transition

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.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the current setting and/or family to enable us to gain a greater understanding of the support we may need to put in place. A personal transition plan is created in accordance with individual pupil needs.



Outside Agencies

We work with the following agencies to provide support for pupils with SEND:

Inclusion Support Advisory Service
Educational Psychology Service
Speech and Language Therapy
Specialist Community Public Health nurses (SCPHN school nurses)
Sensory and Physical Support Service
Visual Impairment Team
Hearing Impairment Team
Occupational Therapy
Physiotherapy

If it is felt a pupil may need specialist support from an outside agency, such as those listed above, a referral would be discussed with the pupil's parent/carer.

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 the advice with you and agree a plan of implementation.



Clubs and Trips

All of 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 school trips, including residential.

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, ambassadors, house captains.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see the school's accessibility plan for further information.



Complaint Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo, Deputy Headteacher or Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Malcolm Hinitt – Chair of Governors
Malcolm Hinitt – SEND Governor

Please see the complaints policy for further information.



Derbyshire Local Offer

The Derbyshire Local Authority Local Offer can be found at <https://www.localoffer.derbyshire.gov.uk/home.aspx>

There is a lot of advice and guidance about services in Derbyshire to support children with SEND and their families.



Feedback

Your feedback is welcomed and valued at Hollingwood Primary.

If you have any feedback or queries, please get in touch via phone 01246 472417 or email the SENDCo, Miss Jade Thirkell, at senco@hollingwood.derbyshire.sch.uk