



**SEND Information Report**  
**Holme Slack Community Primary School**  
**November 2025**

**Inclusion Manager (Special Educational Needs/Disabilities  
Co-ordinator (SENDCo) & Teacher of the Deaf) is: Mrs R Cavies**

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With the enactment of The Children and Families Bill 2014, Local Authorities are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. There is a link to this information on our school website.

**Who are the best people to talk to at Holme Slack Community Primary School about my child's difficulties in learning/Special Educational needs and Disabilities (SEND)?**

1) The class teacher is responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know when needed.

- Writing Pupil Progress targets/individual learning plans, based on the smaller steps outlined in assessment tools such as PIVATS (Performance Indicators for Value Added Target Setting). These are shared and reviewed with parents at once each term to inform targets and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

2) The school SENDCo is responsible for:

- a) Developing and reviewing the school's SEND policy.
- b) Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- c) Ensuring that you as parents/carers: a) involved in supporting your child's learning b) kept informed about the support your child is getting c) involved in reviewing how they are progressing.
- d) Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist, Occupational Therapist, CAMHS.
- e) Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- f) Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher is Mrs Peck who is responsible for:

- a. The day-to-day management of all aspects of the school; this includes the support for children with SEND.

- b. The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- c. The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor is Mr. Teasdale who is responsible for:

Making sure that the necessary support is given for any child with SEND who attends the school.

#### **What types of SEND do we provide for?**

Holme Slack Community Primary School is a mainstream school, with one form entry (30 children per year group). There are currently seven classes. We also have an Ofsted registered pre-school on site.

At Holme Slack Community Primary School, we support children and young people with a wide range of SEN Needs including:

- **Cognition and Learning** (This includes children with Specific Learning Difficulties and Moderate Learning Difficulties)
- **Communication and Interaction** (This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs)
- **Social, Emotional and Mental Health Difficulties** (This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn)
- **Sensory and/or Physical Difficulties** (This area includes children who are deaf or hard-of-hearing, visual impairment, multi-sensory impairment and physical difficulties)

Pupils with SEND will be admitted to Holme Slack Community Primary School in line with the school's admissions' policy. Please see the Admission Arrangements for 2024-2025:

<https://www.holmeslackprimary.co.uk/policies>

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

**We would advise that you always speak to their class teacher first, or if you still think that your child is not making progress, you can contact the school SENDCo or a member of our senior leadership team including our headteacher Mrs Peck.**

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can either speak to your child's class teacher directly at the beginning or end of the day, contact them through DOJO messaging, or speak to our office staff and request a meeting with the class teacher.

They will pass the message on to our SENDCO, Mrs Cavies who will be in touch to discuss your concerns.

You can also contact the SENDCO directly. [rcavies@holmeslack.lancs.sch.uk](mailto:rcavies@holmeslack.lancs.sch.uk) or through DOJO to Mrs Cavies

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed.

If we decide that your child needs SEN support, we will discuss this with you further and your child will be added to the school's SEND register.

If your child needs more tailored supported then further meetings will take place regarding a possible EHCP application. They will still be on the SEND register.

## **How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

At Holme Slack Community Primary School, we identify children with special educational Needs and/or Disabilities by using the following processes:

### On Entry in Reception Class:

- The EYFS Baseline Assessment gives an initial baseline for the children and can alert staff to possible concerns with cognition and learning.
- In the Foundation Stage, the children's needs can be identified through Parent/Carer Meetings, Transition Meetings, Initial Observations, Teacher Assessment and completion of the steps in the Foundation Stage Profile.
- When a pupil with SEND joins Holme Slack School in a mid-year in any year group, transition discussions with the previous setting will take place as soon as possible so that support and interventions can be implemented quickly. Liaison with the local education authority also takes place where necessary where possible.

### Professional/ Outside agency referral:

- We work alongside a variety of professionals e.g. educational psychologist/ speech therapist/ hearing tests/ school nurse/ Lancashire Inclusion team, whose observations, assessments and tests also support our identification of children with special needs.

### Teacher/ Parent Referral:

- When a teacher or parent/carer is concerned about a child's learning and progress they will alert the SENDCo and Senior Leadership Team (SLT). They will highlight the areas of concern, barriers to learning and identify any other relevant information about the pupil, which may be affecting their ability to make progress.
- The teacher will increase the level of support a child receives, using the SEND Code of Practice graduated approach cycle of **Assess, Plan, Do and Review**.
- The SENDCo will add them to the monitoring section of the SEND Record under SEN Support.
- If the child fails to make adequate progress, they will again speak to the SENDCo about their concerns. At this stage, the SENDCo may carry out more specific assessments in school and/or arrange for professional input or a screening of your child, using the Lancashire SEND toolkit (EYFS), WRIT, BSVP3, Dyslexia screening, listening assessments and other assessment tools. This helps to identify the child's areas of strength and weakness.
- The professional expertise accessed within school will allow the SENDCo and Class Teacher to identify long and short-term outcomes for the pupils and any additional support/ resources needed for the child.
- The parents/carers and pupils will be invited into school, to talk about the child's progress. It may be at this stage they will need a PLP (Personalised Learning Plan) or an Individual Behaviour Plan (IBP) with specific targets based on the long- and

short-term outcomes for the pupil. A pupil may have a 'pupil passport' instead where most of their needs are being met through high quality teaching, but some adaptations are carried out in the classroom and wider school environment.

- The SENDCo may also use outside agencies such as a specialist SEND teacher, Play Therapist or Speech Therapist to offer additional support to the pupil.
- The class teacher, parent/carer and pupil, review learning, understanding and progress termly. This information is shared with the SENDCo and Senior Leadership Team. This information is also shared and discussed in the Pupil Progress meetings with the class teacher, assessment lead teacher and the SENDCo. Our teaching assistants also have valued input to these meetings.

### **SEN Support and EHCP (Education, Health and Care Plan) – What's the Difference?**

#### **SEN Support**

- Pupils receive high-quality teaching and targeted interventions.
- All pupils on SEN Support have Pupil Passports detailing adaptive teaching strategies and information which helps staff to support the child in the right way, in and out of the classroom.
- The SEN register is fluid – pupils move on and off based on their needs and progress.
- Progress is tracked through Pupil Progress Meetings (PPM) and specialist assessments (Lancashire PIVATS, Wellcomm, EYFS framework and LCC SEND Toolkit (Early Years)).

#### **Education, Health and Care Plan (EHCP)**

For children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This goes beyond SEN support. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention programmes. Your child will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as Specialist Inclusion Teachers.
- Outside agencies such as the NHS Speech and Language Therapy (SALT) Service or NHS Occupational Therapy (OT) service.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the

'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, the school will continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. If they are awarded an EHC Plan, it will outline the specific support your child will receive and what strategies and provision must be put in place. It will also have long-term outcomes and short-term targets for your child.

- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- If at any point you, school staff and/or other professionals are concerned about whether mainstream education may not be suitable for your child, then this can be reviewed through the EHCP review meetings. It maybe that in a different environment their specific needs would be better met, such as a specialist school/provision.
- If your child is given an EHCP, then an annual review will take place each year with the child, family and professionals involved. However, you can request an EHCP meeting at any time.
- Applications for EHCPs are ongoing in school, where the needs of a child are complex.

If appropriate, the school will assist the family in gaining support and advice from the Local Authority via the Lancashire SEND Information, Advice and Support Service (Formerly SENDIASS/ Parent Partnership). For more information about this see the website:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/getting-help/information-advice-and-support/>

#### **How are the resources allocated and matched to children's special educational needs and disabilities?**

At Holme Slack Community Primary School, school resources and support are allocated to all classes. Towards the end of the academic year, the needs of pupils within each class are assessed for the next academic year and resources and support are then matched and personalised to the needs of these pupils.

All classes have Teaching Assistant support and they are positioned to match the needs of our pupils and the strengths of the individual. However, all staff remain flexible and willing to swap and change roles, if necessary, throughout the year e.g. offering additional support to a pupil, from another class, at a specific time in the school day. The Class Teacher ensures all pupils receive sufficient additional support from the class Teaching Assistant when required.

There are also specific roles in school, of staff to work with children such as the pastoral learning mentor, inclusion learning mentor and a specialist higher level teaching assistant for the Deaf and hard of hearing children in the SERF.

### **What training do school staff have for working with children with SEND?**

The school provides training and support to enable all staff to improve the teaching and learning of children, maintain their mental health and well-being, including those with SEND. This includes whole school training on SEND issues, such as ADHD, deafness, Autism and speech and language difficulties.

Individual teachers and support staff attend training in house and courses run by outside agencies.

Staff are also encouraged to do some extra study outside of their work environment if they have a natural interest in SEND.

The school SENDCo must be qualified with an NPQ for SENDCos.

### **How will I know my child is making progress in school?**

Holme Slack Community Primary School makes assessments of Pupil Progress for all children, including those with Special Education Needs and Disabilities, every term. The assessment information is used to focus teaching and learning within the classroom and plan and commence interventions.

At the end of every term, all assessment data is tracked on the school's assessment system

'Insight'. Pupils with SEND will be assessed using school assessments but may also be assessed on the P Scales, using the Lancashire PIVATS system (Performance Indicators for Valued Assessment and Targeted Learning). This shows smaller steps of progress which is sometimes needed for children with SEND. This isn't always for academic steps and for some children they may be focused around their personal, social and emotional development.

The assessment information and data is also shared with the Governing Body.

Pupil Progress and assessment data is regularly shared with parents. This information is shared and discussed at the Parent's Evenings, held termly, and the end of year report for all pupils. Parents can also discuss pupil progress at PLP, IBP and EHCP Review meetings or at any time and can make an appointment with the school office, speak to the class teacher at the end of the school day or message on DOJO.

Parents are supported to assist their children at home. Home reading is very much supported and is a huge focus of the school and all parents have received guidance and support on how to complete the home-reading records. In addition, pupils are expected to focus on their multiplication tables by using Times Table Rockstars and looking at spelling/ phonic patterns. Some parents with English as an Additional Language (EAL) have had phonics sessions in the SERF to support them with their deaf child, helping them to help their children at home.

### **How will my child be supported on school trips?**

At Holme Slack Community Primary School, all pupils whether they have SEND or not, will be involved in the full life of the school, if they wish.

This includes full opportunities, where reasonable, to:

- After School Clubs
- Assemblies
- School Plays and Productions
- Educational Visits/ Workshops
- Residential Visits (Year 5/6)
- Forest School
- Outdoor Learning
- Homework
- School Sports Teams
- PE (Sport) / Swimming (Year 4)
- Breakfast Club (From 8:00 – 8:40 each morning)
- After School Club (childcare) (from 3:20pm to 5:45pm)

Provision for children with SEND may take the form of additional adult support, scaffolded help, transport assistance and specific resources for school and home.

When planning and undertaking school trips, special care is taken to ensure pupils with SEND can fully enjoy and access the educational visit. Additional arrangements are discussed with both the pupil and their parent/carer. The school is usually able to offer additional adult support for all pupils with SEND on a visit, due to the flexibility of staff. Parents/Carers may be invited to join the educational visit to support their child if they wish.

At break time, there is always a minimum of three members of staff with pupils. At least one of these will have First Aid Training.

### **How do we prevent bullying?**

**At Holme Slack Community Primary School, bullying is never tolerated.** We have a clear anti-bullying policy that is regularly reviewed and reinforced through the curriculum and assemblies. All pupils are encouraged to report any incidents of bullying promptly.

Through our curriculum, children learn about the serious impact bullying can have on victims and their families, and they are taught strategies to build confidence and resist bullying. If you suspect your child is being bullied, please contact the school as soon as possible so we can work together to resolve the issue.

We recognise that children with SEND may be more vulnerable to bullying, and we take this extremely seriously, ensuring robust measures are in place to protect and support them.

#### **What about medication for my child?**

If your child requires medication during school hours, please hand it in at the school office and complete the necessary form in line with our school policy. Many GPs can prescribe medication that is taken outside school hours.

For children who use inhalers, please discuss arrangements with your child's class teacher or the school office. All inhalers must be clearly labelled with the child's name.

If your child has ongoing medical needs, the school will create and manage an individual healthcare plan (IHP) to ensure appropriate support. Sometimes plans these are written by the health professional – for example: a diabetes or epilepsy nurse. Staff undergo training for health conditions such as these when the need arises.

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#### **Emotional and Social Needs**

We understand that some children may have additional emotional and social needs that require careful support. These needs can present in various ways, such as behavioural challenges, anxiety, or withdrawal. Each classroom has a quiet area where a child may sit for a while. There are also other areas around school such as The Hive and Sensory Room.

All classes benefit from PSHE lessons to promote personal development. In addition, our fully trained Pastoral Learning Mentor provides targeted support for individual pupils, small groups, and families through nurturing and SEMH (Social, Emotional and Mental Health) activities.

We also have an external qualified counsellor/play therapist who visits weekly to work with children on a longer-term basis where needed.

#### **What about NHS referrals?**

NHS referrals have increased substantially in the past few years and Holme Slack CP School have referred over 30 children e.g for possible ADHD, autism and speech and language therapy. The waiting list is very long, but the most important thing to remember is that we still adapting our teaching to meet their needs, regardless of a potential health diagnosis. If the requirement for speech and language therapy is of a more urgent nature, then school may be able to book in a private company to ensure that the child is making progress and to reduce the impact of this difficulty.

If parents have any health concerns about their child, we always advise them to go to their family GP as a first step. School are then very happy to support parents with any information the NHS require.

**How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

School is involved with numerous outside agencies and professionals:

- Education (Educational Psychologists – Lancashire EPs (various) & Private Educational Psychologists (David Middleton), SEND Case Managers, Lancashire Inclusion team for Specialist Teachers – including the primary plus team for individual support for children
- Lancashire County Council Teacher of the Deaf team and Educational Audiologist/Technician team for the SERF
- Health (Nurse, Doctor, Consultants, Occupational Therapy, Speech and Language Therapy, Physiotherapy, CAMHS)
- Education Welfare Officer
- Pupil Access Team
- Social Services
- Mental well-being Team
- Ethnic Minority Advisor and Teaching Staff
- Play Therapist and Counselling (CEWB counselling)
- Private Speech Therapist (Bridge Speech Therapy)
- Inclusion and Engagement Support Team (IEST)
- Golden Hill Intervention Support Team (GHIST)
- Inclusion Solutions

Access to support is planned for at the end of each academic year, so that it is ready and fully functional from the start of a new academic year. The school can also be flexible to the needs of pupils and parents/carers and access additional support when requested or required, at any time during the school year. This is discussed with pupils and parent/carers before initiated. Support can also be introduced and changed at any time in a school year.

**How will we support your child when they join this school? Leave this school? Move onto another class?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible and that children's individual needs are communicated effectively.

If your child is joining us from another school/setting/starting school with us:

- When starting EYFS the SENDCo will visit pre-schools/nurseries/homes with the EYFS Leader when/if appropriate.
- To support your child with this transition 'sharing information' passports may be used along with photographs of familiar people and places they will see in the September.
- Your child will be able to visit our school and stay for the taster sessions, extra visits will be arranged if this is appropriate.
- Meetings for parents with the SENDCo can also be arranged before your child starts school. The SENDCo will be in attendance on the induction evening for Reception children before September.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- A communication passport/sharing information sheet can be written so that your child feels comfortable going into his/her new setting and that his/her story is known.

When moving classes in school:

- Information is passed on to the new class teacher in advance through 1:1 SEND meetings with the class teachers and SENDCo.
- Personalised learning plans and pupil passports will be shared with the new teacher who will spend time with your child in their current class getting to know their new teacher and starting to build a relationship before going to their new classroom for a taster session/s. If your child requires more visits these are built into the transition timetable.
- A child with SEND usually has a pupil passport or a PLP and some children also have an EHCP so that their strengths and difficulties are clear. These are accessible to teachers on our Insight software system and are discussed during transition meetings.

### Key Stage 3: (Year 7)

To ensure a smooth transition, the SENDCo and the Learning Mentor meet with the Year 7 Coordinator, SENDCo, and support staff from feeder high schools. During these meetings, key information is shared about each child's learning style, SEND needs, behaviour, and friendship groups.

In June and July, many pupils attend taster sessions at their new secondary schools. Additional visits can be arranged for individual pupils who need extra support, accompanied by the Learning Mentor, a parent, or a Teaching Assistant. The Lancashire Inclusion Service is also available to assist parents with visits to high schools or special school placements.

- The SENDCo will liaise directly with the SENDCo at your child's new school to discuss specific needs. In some cases, a transition review meeting will be held, and you may be invited to attend.
- Your child will take part in focused learning activities to help them understand and prepare for the changes ahead. Where possible, they will visit their new school several times, and staff from the new school may also visit them here.
- If helpful, a transition book or passport will be created for your child to support their understanding of moving on.

**How do you evaluate the effectiveness of the provision made for children with Special Educational Needs?**

For further information about SEND in Holme Slack Community School, please see the school's website 'SEND Information' section and Policies.

Here you will find the following reports about SEND Pupils at Holme Slack CP School:

- Link to Lancashire's Local Offer
- Special Education Needs and Disabilities Policy
- SEND Information Report (This document)

**Here are some links to support and information for parents/carers:**

The Lancashire Local Offer can be read at: <https://www.lancashire.gov.uk/childreducation-families/special-educational-needs-and-disabilities/> or on Facebook at: [https://www.facebook.com/LancashireLocalOffer/?locale=mk\\_MK&\\_rd=1](https://www.facebook.com/LancashireLocalOffer/?locale=mk_MK&_rd=1)

The latest Lancashire SEND newsletter for Lancashire families can be at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/send-newsletter/>

Support and advice from the Local Authority via the Lancashire Inclusion Service (Formerly SENDIASS/ Parent Partnership) can be accessed via the following link: <https://lancssendias.org.uk/>

The school can and have assisted parent/carers with reaching out to this service, if they require further support or an introduction to the service.

All offers of support e.g. workshops, discussions, meetings etc. which are advertised from the Lancashire Inclusion Service are shared with parents via Class Dojos.

Written on behalf of Holme Slack Community Primary School by:

Rebecca Cavies – Inclusion Manager

(SENDCo/Teacher of the Deaf)

November 2025