



Our vision at Holbrook Academy is to know every student well, support them according to their individual needs and build quality relationships with parents and carers, which enables all our students to achieve or exceed their potential. All staff are committed to providing an inspiring, inclusive and aspirational learning culture in a supportive and stimulating environment that engages, enhances and promotes achievement. Our purpose is to provide a distinctive educational experience and take every student on a journey of self-discovery, helping them to realise the qualities they possess and prepare them for the challenges of the fast-changing modern world. Our students learn for life.

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## What is SEND?

A student with SEND will be recorded in one of three categories:

- **Statement/EHCP-** Students who have more complex needs have a “Statement of Special Educational Needs” or the new “Education, Health and Care Plan” (EHCP). Specific in class support via teaching assistants will be attached to the majority of these students. Many will receive targeted 1 to 1 and small group support. Each student has a keyworker who will monitor and report on the effectiveness of the support provided while liaising with parents/carers. Each student will also have a Student Passport, which has replaced the old style Individual Educational Plans (IEP).
- **SEND Support-** Students with a diagnosed additional need. These students are not necessarily supported directly by teaching assistants in the classroom, but may have access to targeted 1 to 1 and small group support. Ultimately, students will be supported via **quality first teaching** with appropriately differentiated work.
- **Quality First Teaching -** Students without a diagnosed additional need but who teachers may need to be aware of as these students may require additional support via **quality first teaching**.

A student who has special educational needs or disabilities (SEND) may find it significantly harder to learn or to take part in activities which students of the same age are able to do. These students may require additional support or provision in order for them to access the same curriculum as other students of the same age. Students with SEND fall into one or more of the four main areas of SEND;

1. **Communication and interaction-** Speech, Language and Communication Needs (SLCN), Autism (ASD)
2. **Cognition and learning-** Specific Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD)
3. **Physical and sensory-** Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)
4. **Social, mental and emotional-** Anxiety, Depression

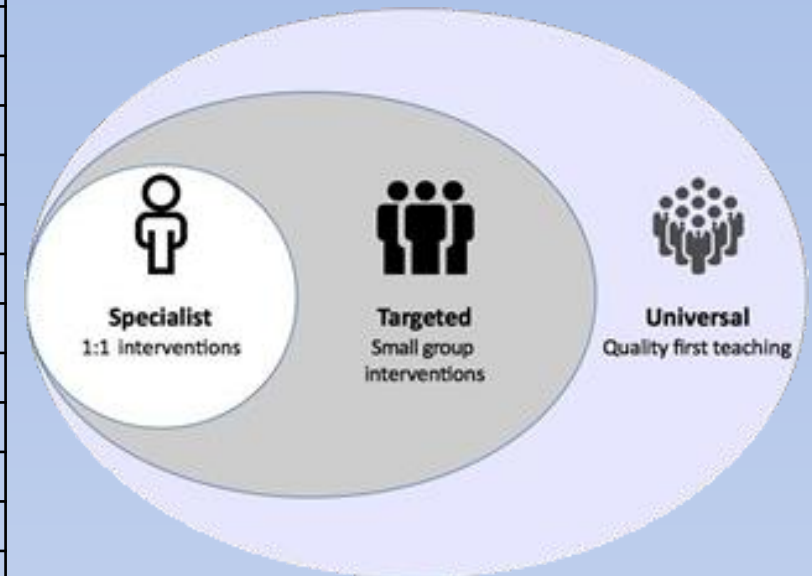




## Support For All

The SENCo deploys staff and resources appropriately in discussion with senior leaders, teachers and teaching assistants. All teachers at Holbrook Academy are teachers of SEND. We strive to ensure that our teaching meets the needs of all our students and is appropriately differentiated to allow access and challenge for all. The SENCo offers advice on quality first teaching, differentiation and strategies within the classroom.

Specialist Support (Wave 3)	Targeted Support (Wave 2)	Universal Support (Wave 1)
Education, health and care plan (EHCP)	In class support via teaching assistant	Quality first teaching
Annual Review	Literacy intervention	Curriculum to meet needs
One Page Profile	Numeracy intervention	<a href="#">Pastoral support</a>
Keyworker	Handwriting intervention	Access to Breakfast Club
Bespoke learning offers at KS4	Nurture/social skills group	Access to Homework Club
<a href="#">Exam access arrangements</a>	Mindfulness/relaxation intervention	Access to school nurse
County Inclusive Resources	Student Success Centre	<a href="#">Transition – post 11 &amp; post 16</a>
Behaviour Support Services	Lexia Reading intervention	Parents evenings
Youth Support Team	Behaviour management	Go4Schools
Specialist advisory teacher	Access to 4YP counselling	Choice of enrichment options
Dyslexia specialist teacher	Nurture/social skills group	Additional literacy lessons
Speech and language therapist		<a href="#">Accessible school site</a>
Educational psychologist		
CAHMS		



## Interventions

We use a range of interventions to support the learning of individual students based on supporting their need.

These include:

- Lexia Power Up
- Literacy
- Numeracy
- Handwriting
- Dyslexia specialist teaching
- Nurture/social skills group
- Mindfulness/relaxation group
- Student Success Centre
- Behaviour management
- Breakfast Club
- Homework Club
- Emotional Literacy Support Assistant (ELSA)

*“A wide range of interventions, including extra sessions for literacy and numeracy and off-site provisions are successful in supporting students who have SEN” (Ofsted 2013)*

Each intervention is reviewed regularly to ensure that they meet the needs of the targeted students, allowing each student to progress.



## SEND Team

The SENCo Frank Anstee-Parry is responsible for the day to day operation, strategic planning and oversight of SEND. The Academy governing body have appointed Helen Caston as governor with responsibility for SEND.



**Sarah Watson**  
Assistant Head /  
SENCo



**Sophie Crabtree**  
Assistant SENCo/ELSA



**Alison Swallow**  
Teaching Assistant  
(Literacy Specialist)



**Sheila Stacey**  
Teaching Assistant



**Melanie Brown**  
Teaching  
Assistant/ELSA



**Karen MacGregor**  
Teaching Assistant



**Sarah Adams**  
Teaching  
Assistant/ELSA



**Charlotte Lambert**  
Teaching Assistant



**Sarah Peck**  
Teaching Assistant



**Emma Dallas**  
Teaching Assistant



**Reece Catchpole**  
Teaching Assistant



**Michelle Faithfull**  
Teaching Assistant





## SEND Team



**Esmé Nichols-Love**  
Teaching Assistant



**Emma Holmes**  
Teaching Assistant



**Sarah Pearce**  
Teaching Assistant



**Rebecca Brazier**  
Teaching Assistant



**Katrina Rigby**  
Teaching Assistant

**Ros Connolly**  
Teaching Assistant

**Kaselle Lee**  
Teaching Assistant



## Pastoral Support

Holbrook Academy appreciates the importance of young people having high self-esteem in order to achieve positive well-being. We aim to ensure that students are able to develop in a caring, fair and understanding environment. The pastoral team meet regularly to review progress, achievement and pastoral matters.

If you have any concerns regarding your child, your first point of contact should be your child's form tutor. Following this, if additional support is required, you can make arrangements to meet with Mr Le Marrec or Mr Anstee-Parry.



**Mr Frank Anstee-Parry**  
Deputy Head



**Mr Matt Le Marrec**  
Behaviour Manager



**Ms Steph Keinzley**  
Student Support Officer



**Miss Flo Cocker**  
Behaviour Support  
Assistant





## Code of Practice: Key Changes

- Pupils and families to have more say
  - The student and family are at the centre of discussions about the support offered.
  - The student has new rights, at the age of 16 their views should take precedence over their parents' views.
- Education, health and care plans to replace statements
  - SEN statements will be replaced with education, health and care plans (EHCP) taking children and young people up to the age of 25.
  - Transfers from statements to EHCP should be completed within three years which begun in 2014.
- School Action and School Action Plus to end
  - Replaced with a single category; SEND Support, for children who require additional support without a Statement/EHCP.
- Optional personal budgets for young people
  - Students and parents of students with an EHCP can choose to hold a personal budget to buy in the support identified.
- Teachers must ensure every student makes progress
  - Teachers are accountable for the progress of all pupils, even those supported by specialist staff.
- Behavioural difficulties no longer considered an SEN







## Transition

Students at Holbrook Academy will experience three periods of transition:

**Primary to Secondary (Key Stage 2 into Key Stage 3)-** Holbrook Academy has strong links with our feeder Primary schools and encourages visits and activities on a regular basis. Meetings between parents/carers, the student and the SENCo begin during year 5/6. During the summer term, the SENCo will visit students in their primary school and prepare individual transition plans for identified SEND students. During this summer term, we have two induction days, allowing students to familiarise themselves with the school, staff and students.

**Year 9 into Year 10 (Key Stage 3 into Key Stage 4)-** During year 9, students and parents/carers are invited to an Options Evening to discuss the Key Stage 4 curriculum. Students with SEND will be offered bespoke learning offers to ensure their full participation in the Key Stage 4 curriculum.

**Post Year 11(Key Stage 5)-** Impartial careers advice is provided and students are invited to attend a Careers and Aspirations Evening. Students with SEND will be offered additional support and guidance in determining which post 16 provider and course would best suit their need(s).





## In Partnership

To ensure a smooth transition from primary school to secondary school, we liaise and work closely with our pyramid primary schools prior to students enrolment, ensuring consistency throughout their schooling.

We work alongside various outside agencies, including:

- Advisory Teachers (visual impairment, hearing impairment, dyslexia, autistic spectrum disorder)
- County Inclusive Support Service (CISS)
- Child and Adolescent Mental Health Services (CAHMS)
- Educational Psychologists
- Occupational Therapists
- Parent Partnership
- School Nurse
- Sensory and Communication Advisory Teachers
- Speech and Language Therapists
- Youth Support Team
- 4YP Counselling
- Raedwald Trust





## Accessibility

Holbrook Academy consists of two buildings which can be accessed by a wheelchair. The main building has a single floor and an accessible toilet. The second building has two floors with a single lift and accessible toilet. We seek to clearly and unambiguously ensure that students with medical conditions have full access to the curriculum, including school trips and PE.





## Exam Access Arrangements

Access arrangements allow students to show what they know and what they can do, without changing the demands of the assessment - they do not make the exam or controlled assessment easier, they simply adapt the procedure to suit the individual candidate's style of working. Access arrangements apply to both exams and controlled assessments.

**Extra time-** granted 25% extra time; in exceptional circumstances this may be increased.

**Reader-** to read the instructions of the question paper, the questions and the students answers, to that student.

**Scribe-** writes down, or word processes, a candidate's dictated answers to the questions.

The student may use a word processor instead with the spelling check facility enabled.

**Laptop-** word processor with the spelling and grammar check disabled.

**Prompter-** keeps the student focused on the need to answer a question and then move on to the next question.

**Oral Language Modifier (OLM)-** to clarify the non-technical language used in the examination paper.

**Supervised Rest Breaks-** The timing of the examination should be stopped and re-started when the candidate is ready to continue. If the candidate needs to leave the examination room, an invigilator must accompany the candidate. The timing of these breaks depends on the nature of the candidate's condition.





## Further Information

[Special Educational Needs and Disabilities \(SEND\) Policy](#)

[Frequently Asked Questions](#)

[SEND Local Offer- InfoLink Suffolk County Council](#)

[Exam Access Arrangements Information](#)

[Transition](#)

[In Partnership](#)

[Accessibility](#)

We hope you have found this helpful. If you any further queries, please contact:

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