



Holbrook Academy

Special Educational Needs and Disabilities (SEND) Policy and SEND Information Report

Date Approved	Governing Body	16 th July 2024
Signed	Helen Butler Chair of Governors	
Minuted	WGB Minutes 16 th July 2024	

Legislative framework:

Holbrook Academy SEND policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- Education Act 1996
- SEN Code of Practice 2015
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- Care Act 2015
- Children & Families Act 2014

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the Academy, for example at an activity centre or on an educational visit.

Member of staff with responsibility for this policy.	K Darby
Governor with responsibility for this policy.	Full Governing Body
Policy review date.	Summer 2025
What is the purpose of this policy?	To establish the provision for children with SEND at the heart of teaching, learning and whole school planning.
What are its headline targets? (using quantitative and qualitative measures)	<ul style="list-style-type: none"> ● Pupils with SEND to make expected progress at the end of each key stage. ● Pupils to have high levels of engagement in all parts of the curriculum.
How is this policy to be judged as successful?	<ul style="list-style-type: none"> ● Outcomes at end of KS3 ● Outcomes at end of KS4 ● Pupil/Parent surveys

Contents

1.	Variety of SEND that are provided for at Holbrook Academy	page 3
2.	Definitions	page 3
3.	Information about the Academy's policies of identification and assessment of pupils with SEND	page 4
4.	The Academy's approach to teaching pupils with SEND	page 6
5.	Statutory Assessments of SEND	page 6
6.	Welfare and Social, Emotional and Mental Health (SEMH) support	page 7
7.	Examinations and Transition to Post 16	page 7
8.	Record Keeping	page 7
9.	Monitoring, Evaluation and Review	page 7
10.	Links with other policies	page 8

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Link to Suffolk's Local Offer: <https://www.suffolklocaloffer.org.uk/>

1. Variety of SEND that are provided for at Holbrook Academy

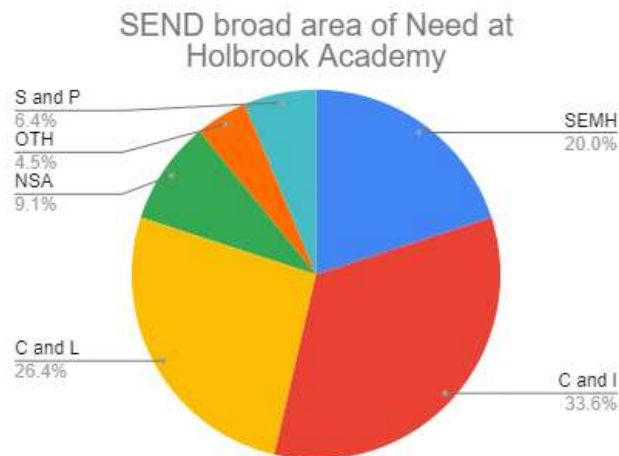
The SEND Department provides support for Students across the 4 areas of need as laid out in the SEN Code of Practice 2014 (Updated April 2020):

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

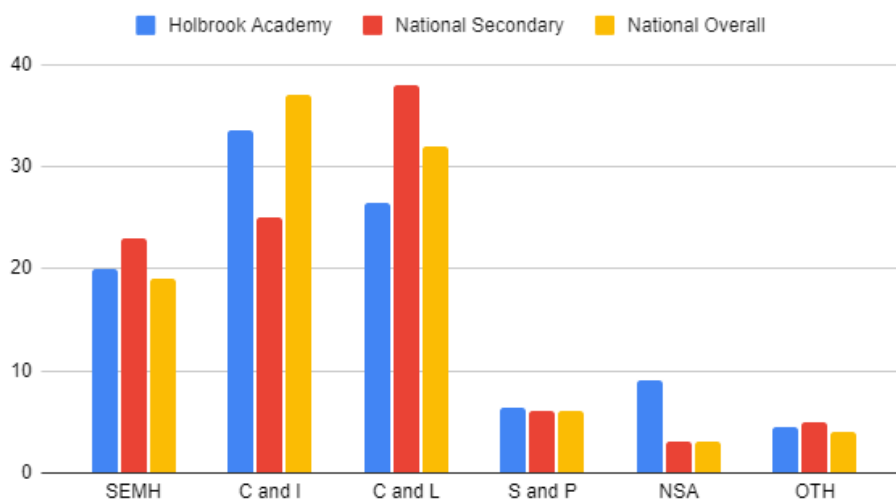
The school currently has 13.6% of all students identified as requiring SEND support and 5.32% of all students with an Education, Health and Care Plan (EHCP). This reflects the national picture (June 2024) of 13.7% of students nationally requiring SEND support and 4.8% of students nationally with an EHCP. In Suffolk State funded Secondary Schools, where 12.7% have SEND support and 3.2% have an EHCP.

In line again with national trends where 33% of all students with an EHCP have a primary need of Autistic Spectrum Disorder, 36% of students at Holbrook with an EHCP have a primary need of Autistic Spectrum Disorder.

The following two graphs show the breakdown of the broad areas of need of our SEND students and the comparison to the national averages of June 2024.



Comparison of SEND broad area of need with National Data



2. Definitions

- 2.1 **Special Educational Needs (SEN):** Children have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 **Learning difficulty:** Children have a learning difficulty if they:
- have a significantly greater difficulty in learning than the majority of children of the same age
 - have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA).
- 2.3 **Special Educational Provision:** This is provision which is different from or additional to that normally available to students of the same age, which is designed to help children and young people with SEND to access the National Curriculum at school.
- 2.4 **Special Educational Needs Coordinator (SENCO):** This is a qualified teacher in the Academy who has responsibility for monitoring and quality assuring the SEND provision. The SENCO has responsibility for the co-ordination of SEND provision.
- 2.5 The responsibilities of the SENCO include:
- Strategic overview of and the implementation of the SEND Policy
 - The day to day leadership and management of SEND including the SEND team and their appropriate deployment
 - Strategic leadership in supporting teachers and support staff in facilitating the learning and development of those with SEND
 - Supporting and advising fellow teachers to maximise potential of those with SEND in the classroom
 - Contributing to the in-service training of staff and providing Continuing Professional Development (CPD)
 - Quality assurance of SEND provision across the curriculum
 - Coordinating and monitoring provision for students with SEND through regular feedback from colleagues and parents/carers and meetings as necessary
 - Tracking the progress of SEND students and overseeing the records of all students with SEND
 - Co-ordinating the responsibilities in Annex C of the Academy Funding Agreement
 - Liaising with parents/carers of students with SEND
 - Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
 - Liaising with primary schools during the transition process.

3. Information about the Academy's policies of identification and assessment of pupils with SEND

- 3.1 Students whose needs require additional support to that provided by the academy through its adapted schemes of work are placed on the register and will require a proportionately greater individual investment. These may be managed within conventional learning groups or within specific groupings in some departments. Some groups have smaller numbers of students to allow for this. Some students may work individually with support staff or teachers in some circumstances.
- 3.2 All teachers have access to support through:
- SENCO
 - Heads of Department and Literacy and Progress Leads (for general curriculum advice)
 - Heads of Year and Form Tutors (for advice on students' background)

- Specialise Education Service delivered by the LA
- CPD opportunities throughout the year.

3.3 The SENCO liaises with feeder primary schools. The SENCO liaises directly with primary schools which have students transferring with either an Education, Health and Care Plan (EHCP) or if the student has been placed on the feeder primary's SEND register. If a student is known to have SEND when they arrive at the Academy, the SENCO, departmental and pastoral colleagues should:

- use information from the student's primary school to provide starting points for the development of an appropriate curriculum for the student
- identify and focus attention on the student's skills and highlight areas for early action to support the student within the class
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the student's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the student's learning
- ensure that appropriate informal opportunities for the student to show what they know, understand and can do are maximised through the pastoral programme
- involve the student in planning and agreeing targets to meet their needs.
- involve parents/carers in developing and implementing a joint learning approach at home and in school.

3.4 On admission to the Academy, all students in Year 7 are assessed in individual subjects. Information is collated from feeder Primary Schools and used to inform the support required. All students are assessed to determine their reading comprehension and spelling ages when they join the Academy. The Student Success Centre (SSC) will use SATs to identify students who are significantly behind their peers. These students will receive additional support with Literacy and/or Numeracy in the SSC.

3.5 Data on needs is managed by the SENCO and disseminated within Departments. All data and the register is maintained centrally by the SENCO and is reviewed termly.

3.6 Students are placed on the SEND register if additional strategies are needed which are not covered by the adapted departmental schemes of work, quality first teaching and the universal offer as outlined the Teaching and Learning Policy. Students in lower ability groups who are working to the scheme of work followed by the teacher are not placed on the register unless a specific need is identified. The annual review process of students placed at this level is carried out by reaching a mutual agreement between Tutors, the SENCO and teachers of those students who will be identified as on the register.

Teaching staff and the SENCO review students' status to identify whether:

- Students have made progress and can be removed from the register; or
- Students are still working towards their targets and should remain at this level, or if there is cause for concern initiate further provision. Support may be given and where appropriate outside agency provision is used to further support identified needs. If necessary, the SENCO collects evidence of student's difficulties and requests an Education, Health and Care Needs Assessment (ECHNA)

3.7 Parents/carers are kept informed by the SENCO on the status of their child on the register and are encouraged to be active partners in the support of their child's education. Consultations with parents are made at normal Parents' Evenings, and by telephone. If a parent/carer has concerns their child might have SEND they can contact the SENCO directly.

3.8 We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.

- Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil.
- Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review.
- Do: the plan is put in place as agreed.
- Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.

4. The Academy's approach to teaching pupils with SEND

4.1 The Academy can adequately accommodate students with most needs.

4.2 The SEND team is based in the Mayhew Centre which offers space for small group or 1:1 intervention work, a classroom supervised by a Teaching Assistant, and a counselling space. There is also the SSC and Learning Resource Centre.

4.3 It is expected that all teachers use quality first teaching and the universal offer as outlined in the Teaching and Learning Policy strategies to support SEND students in lessons, whilst liaising with Teaching Assistants in order to ensure that all students make expected progress. It is expected that teachers will:

- Present texts in a clear, uncluttered way and in a dyslexic friendly font
- Provide coloured paper where needed
- Give instructions in manageable 'bite-sized' chunks
- Provide and use writing-frames to aid organisation
- Break down subject vocabulary, using morphology (the parts that make up words) to aid understanding
- Encourage students to explain what they have to do in order to check understanding
- Ensure the level of challenge and difficulty is appropriate for the ability of students in the class

4.4 An audit of staff expertise in SEND is undertaken annually. The SENCO has completed The National SENCO award – NASENCO along with the Deputy Head who also has this training. The SENCO leads whole school CPD and this programme is reviewed annually.

4.5 Specialist expertise is gained through the Local Authorities Specialist Education Services. Comprising the Cognition & Learning, Communication & Interaction, Sensory & Physical, Social, Emotional and Mental Health and Whole School Inclusion Services. They work together to support schools and children with SEND across the whole of Suffolk in a variety of different ways, including support for children with visual and hearing impairments, dyslexia, behaviour needs, communication difficulties and others.

5. Statutory Assessments of SEND

5.1 If the parents/carers and/or the Academy decide that there is a need to apply for an EHCNA the Academy will respond to all information requested by the LA within the legal time frame. The Academy will always consult with parents/carers before exercising this right to apply. If the LA refuses the request for the EHCNA, the parents/carers (but not the Academy) have a right of appeal to the First-tier Tribunal SEND.

- 5.2 Through the EHCP the SENCO will be guided as to what provision is required for the student through Section F. Class teachers are asked to liaise closely with the student, the SENCO and Teaching Assistants, to make the curriculum accessible to the student. Students and parents/carers will be a vital part of the target setting and review process set up to monitor and manage the student's needs. Progress will be monitored through the Annual Review meetings where all stakeholders can make informed decisions about the type of support most appropriate for the individual student and set future targets and amend provisions.
- 5.3 Where a prospective student has an EHCP, the LA will consult with the Academy to ensure that the provision specified in Section F can be delivered by the Academy. The Academy will respond to the consultation within the legal time frame.

6. Welfare and Social, Emotional and Mental Health (SEMH) support

- 6.1 **Welfare needs:** The Academy recognises that students with SEND may be at risk of being bullied. The Academy has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.
- 6.3 **SEMH Support:** The academy has a pastoral department which leads on SEMH. The department organises 1:1 counselling sessions and also support from a youth worker which is funded by 4YP. Students can refer themselves to the school nurse for further support. The SEND department offers Emotional Literacy Support Assistants and this can be individual or group work developing pastoral and behaviour concerns. If there are further concerns, referrals are made to Suffolk Wellbeing Hub.

7. Examinations and Transition to Post 16

- 7.1 **Examinations:** Students who have been identified as having SEND may be eligible for access arrangements to complete public examinations, as approved by the Joint Council for Qualifications and overseen by the SENCO. The Academy will liaise with parents/carers and the Examinations Officer to ensure all students who are entitled to access arrangements receive this.
- 7.2 **Transition to Post 16:** Students with an EHCP plan engage in their Moving into Adulthood Plan from Year 9. All pupils are supported to engage in our full careers programme, which includes a Careers interview with an external Careers Advisor and visits to our local Post 16 providers. All Students with SEND take part in work experience and we support our students to make this a successful and positive experience. The SENCO liaises with Post 16 providers to support transition and make sure the students' needs are clearly identified and strategies to support are shared.

8. Record Keeping

- 8.1 Primary schools are required to transfer to secondary schools records for all students within 15 school days of students ceasing to be registered at the school. The Academy will make full use of this information in determining the provision for students with SEND. The Academy will respond to requests from Students' next providers in a timely fashion, once the pupil is on roll.
- 8.2 The SENCO has responsibility for ensuring that records are properly kept and available as needed.

9. Monitoring, evaluation and review

- 9.1 The Governing Body will, on at least an annual basis, consider and report to parents/carers on the effectiveness of the Academy's work on behalf of students with SEND. They may

wish to consult support services used by the Academy, other schools and parents/carers. The Governing Body will advise the Academy as to whether any amendments to the policy are required.

- 9.2 The Governing Body will continue to monitor the success of the education of students with SEND by comparing their examination success at KS4 with the overall cohort and rates of progress.
- 9.3 Any member of staff may formally express concern and inform the SENCO about a student and request a review. Student reports allow the Head of Year and Form Tutor to identify lack of progress. Through regular assessment the subject teacher is able to assess the effectiveness of the learning strategies provided for any student and may adjust the provision accordingly. At regular points throughout the year staff are required to review all the students on the register and the level of provision offered.
- 9.4 The SENCO, Form Tutors and Teachers will liaise with parents/carers and inform them of progress against stated needs. Parents/carers have the right to express concern over provision which will be dealt with by the SENCO.
- 9.5 The Academy will deal with any concerns regarding progress or behaviour and will devise and agree a strategy with parents/carers to resolve this. We aim to resolve all complaints informally but parents/carers who have a complaint about SEND provision should refer to the Academy's complaints procedure.

10. LINKS WITH OTHER POLICIES

- 10.1 The policy is linked to;
 - Rewards & Behaviour policy
 - Teaching & Learning policy
 - Equality policy
 - Accessibility policy