



# Holbrook Academy

## SEND Information Report September 2024

1. Variety of Special Educational Needs that are provided for at Holbrook Academy.

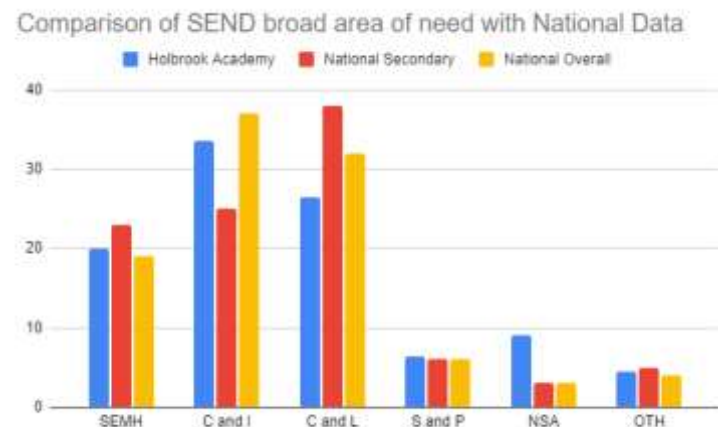
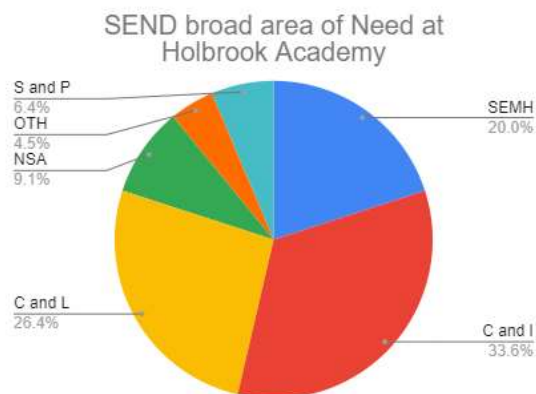
The SEND Department provides support for Students across the 4 areas of need as laid out in the SEN Code of Practice 2014 (Updated April 2020):

- 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.





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<p>2. Information about the school's policies for identification and assessment of pupils with SEND.</p>	<p>Pupils are identified as having SEND with their needs being assessed through:</p> <ul style="list-style-type: none"> <li>• Information passed on from previous schools or other professionals including health and social care.</li> <li>• KS2 data results, baseline assessments in lessons, literacy assessments and progress data.</li> <li>• Individual assessment through the use of standardised score assessments including WRIT, WRAT, SPaRCS, Vernon, DASH, RAN/RAS and YARC.</li> <li>• Feedback from teaching staff and learning walks.</li> <li>• Catch up interventions not showing impact.</li> <li>• Referrals from parents.</li> <li>• Pupil referrals.</li> <li>• SEND interventions not showing impact, may evidence a further identification of need.</li> <li>• Education Psychologist reports or work with the Special Education Service (SES)</li> </ul>
<p>3a. The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils include:</p> <ul style="list-style-type: none"> <li>• High Quality Teaching with a clear universal offer and effective adaptations in place.</li> <li>• Additional adult support in classrooms where appropriate.</li> <li>• Personalised provision through time limited interventions such as ELSA, reciprocal reading and the Student Success Centre.</li> <li>• Personalised support lessons for KS4 pupils.</li> <li>• Dual centre provision.</li> <li>• The sourcing of additional specialist support via external agencies, such as inclusion support meetings and referrals to the Special Education Service.</li> <li>• In school specialist provision within SEMH specialist practitioners.</li> <li>• In school support for SEMH from the pastoral team.</li> </ul>
<p>3b. Evaluation the effectiveness of the provision made for the pupils with SEND</p>	<ul style="list-style-type: none"> <li>• Interventions are assessed at a minimum, termly and adaptations to provision are made in light of the findings.</li> <li>• SEND Parent Voice Survey Annually.</li> <li>• SEND Pupil Voice Survey Termly.</li> <li>• Progress of SEND is reported as part of the Headteacher's report annually.</li> <li>• SEND has a focus as part of the whole school Quality Assurance programme.</li> <li>• The SEND information report is available on the website.</li> <li>• Data analysis through on-going assessment and triangulation with class and intervention progress data.</li> </ul>



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<p>3c. Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review.</p>	<p>The Graduated Approach is used following the process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Plan: Together we plan what actions need to be taken and what support needs to be put in place. A review point will be established.</li><li>• Do: The plan is put into place.</li><li>• Review: The impact of the provision is evaluated. Next steps are established, and the cycle may begin again.</li></ul> <p>Arrangements include:</p> <ul style="list-style-type: none"><li>• Data tracking of pupil progress.</li><li>• Pupil progress meetings between the class teacher, SLT and the SENCo</li><li>• One page profiles and EHCP annual reviews.</li><li>• Learning walks focused around SEND.</li><li>• Parent/carer meetings.</li><li>• Pupil Voice.</li></ul>
<p>3d. How adaptations are made to the curriculum and the learning environment of pupils with SEND.</p>	<p>The curriculum and learning opportunities may be adapted by:</p> <ul style="list-style-type: none"><li>• Application of EEF High Quality Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction and meta-cognition strategies.</li><li>• Appropriate choices of texts and topics to suit the learner.</li><li>• Access arrangements for assessments.</li><li>• Additional adult support.</li><li>• Use of technology such as electronic reading pens and Chromebooks.</li><li>• Clear and consistent classroom routines.</li><li>• Visual aids, checklists, timers and graphic organisers such as mind mapping.</li><li>• Writing frames, scaffolds and sentence starters.</li><li>• Chunking of information.</li><li>• Specific seating arrangements to accommodate learner needs.</li><li>• Specific equipment such as number line or writing slope.</li><li>• Rest breaks or movement breaks.</li><li>• Meet and greet at the start and end of the day.</li><li>• HUB access for dysregulated pupils.</li><li>• Alternative provisions.</li></ul>



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4. In relation to Mainstream Schools and maintained nursery schools the: Name and contact details of the SENCo.	SENCo Name: Mrs Kathryn Darby SENCo Email: <a href="mailto:Kathryn.darby@holbrookacademy.org">Kathryn.darby@holbrookacademy.org</a>  School telephone number: 01473 328317
5. Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured.	Audit of staff expertise in SEND undertaken annually. <ul style="list-style-type: none"><li>• The SENCo has achieved the National Award for Special Educational Needs Co-ordination.</li><li>• Termly CPD training covering topics such as utilising TA's and in class strategies.</li><li>• ELSA trained staff.</li><li>• National Tutoring Programme trained Teaching Assistants.</li></ul>
6. Information about how equipment and facilities support children and young people with SEND secured.	<ul style="list-style-type: none"><li>• Visual Access summary provided by the local authority.</li><li>• Lift and ramps installed so wheelchair access is available to the entire school site.</li><li>• EVAC training.</li><li>• Use of Chromebooks to support learning.</li><li>• Individual Health Care Plans created as required.</li><li>• Colour paper provided for those identified with Irlen Syndrome.</li><li>• Disabled toilets.</li><li>• The Mayhew Centre.</li></ul>
7. The arrangements for consulting with parents of children with SEND and involving parents/carers in the education of their child.	The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through review. Any internal screenings or external referrals are always made with parental consent. <ul style="list-style-type: none"><li>• Telephone conversations</li><li>• Email</li><li>• Parent Voice</li><li>• Progress evenings</li><li>• Pastoral Team contact</li><li>• SENCO meetings</li></ul>



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<p>8. The arrangements for consulting young people with SEND about involving them in their education.</p>	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in our discussions about the support they receive in an age appropriate manner. We gather their views as part of the review of their support half termly with their learning mentor, as well as through:</p> <ul style="list-style-type: none"><li>• Termly pupil voice survey</li><li>• Student Council</li><li>• Annual Reviews for EHCPs</li></ul>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</p>	<p>Please refer to and use the school's existing Complaints policy and procedure which is available directly from the school or website.</p>
<p>10. How the Academy involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>This can include:</p> <ul style="list-style-type: none"><li>• Early Help Assessments</li><li>• Inclusion Support Meetings</li><li>• Inclusion Referrals</li><li>• Speech and Language Therapy</li><li>• Counsellor referrals</li><li>• 4YP referrals</li><li>• Additional Needs Assessments – Educational Psychologist</li><li>• Education and Health Care Needs Assessment</li><li>• Neurodevelopmental Disorder referral</li><li>• Wellbeing Hub Referral</li></ul>
<p>11. The contact details of support services for the parents of pupils with SEND, including those made in accordance with section 32.</p>	<p>Suffolk Local Offer Advice and Support: <a href="https://www.suffolklocaloffer.org.uk/advice-and-support">https://www.suffolklocaloffer.org.uk/advice-and-support</a></p> <p>Suffolk SENDIASS: <a href="https://suffolksendiass.co.uk/">https://suffolksendiass.co.uk/</a></p>



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<p>12. The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>Transition arrangements:</p> <ul style="list-style-type: none"><li>• Meetings with feeder schools, including the school's SENCo.</li><li>• Handover of information along with strategies to and from receiving schools.</li><li>• Extended transition programmes for students with SEND over the summer term.</li><li>• Liaison with Post 16 providers including working with the Academy's career lead.</li><li>• All year 10 students to complete work experience.</li><li>• EHCP review to ensure effective post 16 transition</li><li>• School careers program.</li></ul>
<p>13. Information on where the local authority's local offer is published.</p>	<p><a href="https://www.suffolklocaloffer.org.uk/">https://www.suffolklocaloffer.org.uk/</a></p>