



# SEND Information Report 2025-2026

## Holbeach Primary Academy

### SEND Information Report

(Reviewed 27<sup>th</sup> November 2025)



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Holbeach Primary Academy's SEND Information Report for learners with Special Educational Needs and Disabilities (SEND). Schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for pupils with SEND. The aim of this report is to demonstrate how we implement our SEND policy.

Holbeach Primary Academy recognises and celebrates the individuality and diversity of our pupils. Within our own school, and across all of those within University of Lincoln Academy Trust's family of schools, we are committed to working together with all members of our school community. Every student has an entitlement to a broad, balanced and relevant curriculum. The academy is committed to giving all pupils every opportunity to achieve the highest standards. We have an inclusive ethos with high expectations where everyone can achieve their full potential, tailoring our approach to support the needs of our young people. We seek to engender a sense of belonging to the academy and to enable all of our pupils to thrive.

#### Legislation and Guidance:

This Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

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## **1. The types of SEND that are provided for:**

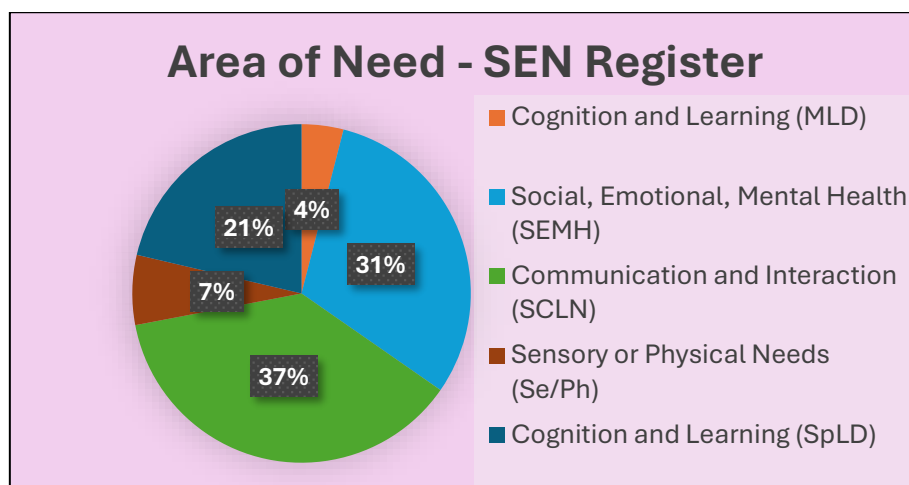
Special Educational Needs and Disability (SEND) is categorised into 4 areas of need. When a pupil is identified with an SEND, their core area of need is decided by the SENDCO with support and evidence from the Class Teacher and others within the academy such as the Pastoral team. The decision of categorising could also be influenced by external professionals or pre-existing diagnosis. Some pupils have secondary areas of need however the decision is made based on a pupil's core area which has the highest impact and creates the greatest barrier.

The table below outlines the 4 main areas of need, a description of need and certain medically linked conditions that could fall into these categories.

<b>SEND Category</b>	<b>Description of Need</b>	<b>Linked Medical Conditions/Diagnoses</b>
<b>Communication and interaction</b>	Difficulties in understanding and/or using spoken language, as well as understanding social rules of communication and interaction.	<b>Autism Spectrum Disorder (ASD/ASC)</b> , including Asperger's Syndrome <b>Speech, Language, and Communication Needs (SLCN).</b>
<b>Cognition and learning</b>	Learning at a slower pace than peers, or having specific difficulties in one or more areas of learning.	<b>Specific Learning Difficulties (SpLD)</b> such as; <b>Dyslexia</b> (reading/spelling) <b>Dyscalculia</b> (maths) <b>Dyspraxia</b> (co-ordination/organisation) <b>Dysgraphia</b> (writing)  <b>Moderate Learning Difficulties (MLD)</b> <b>Severe Learning Difficulties (SLD)</b> <b>Profound and Multiple Learning Difficulties (PMLD).</b>
<b>Social, emotional and mental health difficulties (SEMH)</b>	Experiencing a wide range of social and emotional difficulties, which may be a result of underlying mental health issues or impact behaviour in academy.	<b>Attention Deficit Hyperactivity Disorder (ADHD/ADD)</b> <b>Anxiety</b> <b>Depression</b> <b>Eating disorders</b> <b>Self-harming</b> <b>Attachment disorder</b> Other mental health conditions.
<b>Sensory and/or physical needs</b>	A disability or impairment that affects a pupil's access to education and the world around them, often requiring specialist equipment or support.	<b>Visual Impairment (VI)</b> <b>Hearing Impairment (HI)</b> <b>Multi-Sensory Impairment (MSI)</b> <b>Sensory processing difficulties.</b> <b>Physical disabilities</b> such as; <b>Cerebral Palsy</b> <b>Spina Bifida</b> <b>Muscular Dystrophy</b> <b>Epilepsy</b>

The chart below shows the current proportion of pupils identified as SEND categorised into areas of need.

Data accurate October 2025



The data identified within this table shows the core area of need, there are a number of pupils who have secondary areas of need. The data identifies the need that creates the biggest barrier to the pupil. Throughout the report it is not possible to identify individual pupils, only trends in terms of percentages.

## **2. Identifying pupils with SEND and assessing their needs:**

The SEND information report is underpinned by various policies and procedures in school. These are all available on the Academy's website.

These include:

- SEND Policy
- Accessibility Plan
- Intimate Care Policy
- Supporting children with medical needs who are not able to attend school policy
- Safeguarding/ child protection policy and procedures
- Admissions Policy
- Attendance policy
- Behaviour and Well-Being Policy
- Equality and Diversity Policy
- Supporting pupils with medical conditions policy
- Health and Safety Policy
- Children with Health Needs Who Cannot Attend School Policy
- Pupil Premium Policy
- Complaints policy
- EVC Policy

### **School Admissions:**

The admissions policy can be found on the academy's website, we are an inclusive mainstream academy. If your child is joining the academy with an existing EHCP, the Local Authority would consult with the Academy as to whether we would be able to meet your child's needs. This

process would have to take place directly with the Local Authority rather than through the admissions process or with you directly. If a young person wishes to join, and the EHCP process has been initiated but not finalised general admissions should be followed.

### **Supporting Children with Medical Conditions:**

Where a child has a medical condition which impacts on their time in school a close relationship between the inclusion team is sought out. Relevant processes will be followed to ensure that the child receives the best possible form of education for the time that they are not able to attend. Where appropriate the Emotional Based School Avoidance (EBSA) route will be followed. This can support reasonable adjustments being made to attendance whilst striving towards education. Recently a pupil underwent major surgery and to maintain an education home sessions and virtual lessons were provided alongside setting work virtually via the Google Classroom.

Where medical needs are impacting on attendance, medical evidence will need to be provided to validate the need for the adjustments to be made. Without the medical evidence, the attendance policy would be followed and the Academies attendance team would become involved.

For children with medical conditions certain documents are often drawn up to ensure the safety of the child such as; risk assessments and care plans. Depending on the medical condition staff training may be required to administer medication or to follow specific medical processes to reduce the risk for the child. This could include training for epilepsy, diabetes or anaphylaxis. In other cases training may be required for moving and handling or how to use a specific piece of equipment. Where medical needs are present the Academy seeks advice from trained medical professionals.

Where adjustments have been made leading to a reduced timetable. If a child is receiving less than 25 hours of formal education this is reported through to the Local Authority for monitoring. Where reduced timetables are used they are designed to be time limited. Where they are being required for a longer period of time, medical evidence would be sought and shared with the Local Authority.

### **3a. How the school evaluates the effectiveness of its SEND provision:**

High expectations are sought for all pupils. Once a child has been identified as SEND, staff at HPA work to identify their challenges and work together with the young person, family and at times outside agencies to provide a clear vision of next steps for a child. Throughout a child's school career they will be open to a range of assessments either within their High Quality Teaching or as part of their SEND specific provision. These assessments are detailed below:

#### **Statutory Assessments;**

As an academy we follow the national statutory assessments for children with SEND. These can have some adaptations. Statutory assessments carried out include:

- Reception Baseline Assessment- on entry of the reception year.
- Early Years Foundation Stage Profile- at the end of the reception year.
- Phonics Screening Check- in the summer term of year 1.
- Multiplication Times Tables Check- summer term of year 4.
- Year 6 SATS- summer term of year 6.

All parents are informed of all of these assessments ahead of the assessments taking place. For the majority a parent session is offered to explain the expectations of the assessment. Where adaptations (access arrangements) are required, parents are informed. Reasonable adjustments may include additional time, a smaller scale environment, use of a scribe or a transcribe, individualised and adapted materials. When it is felt that an adaptation would promote the child's access to the assessments, these are trialled as usual practice throughout any practice assessments that may be carried out. At times the academy will involve additional agencies to advise on the access arrangements required.

It is at the Headteacher's discretion if a pupil is disapplied from any of the statutory assessments. If this were the case this would be explained to parents/ carers and usually this would be on the grounds that the child would not be able to access enough of the content of the assessment or if they had not attended a significant amount of school to effectively be assessed. Where a child was disapplied there would usually be additional agencies involved. Should a parent wish to have their child disapplied from a statutory assessment, they would need to formally raise this with the Head Teacher.

The results of the statutory assessments are submitted to the local authority or the standards and testing agency. Academy staff will use the results as a guide however will use their knowledge of the child to plan forwards. Parents will be informed of their child's performance in a statutory assessment.

### **Non-Statutory Assessment:**

Within the academy reflective practice underpins assessments. Both summative and formative assessments are carried out as usual practice to assess children as part of High Quality Teaching (HQT). These may include low stakes quizzes, practice test papers, inquiry questions for exploration and many more. These are tools to support the class teacher to plan ahead and also monitor any challenges and barriers that the pupils face. As with statutory assessments, access arrangements will be implemented, to support the pupil accessing the assessment. An example of this could be using a laptop to word process rather than hand write or an adult to read for a pupil to access content to a science assessment for example.

Phonic assessments take place termly with an adult who is familiar to the pupils. This informs groupings for the following term. Where pupils have not made expected progress the SENDCO is informed. This will often result in a small group and higher review time for the pupils. This can be used as evidence towards the graduated approach.

Teachers make assessments of pupils each term, this allows academy staff to identify barriers and successes. Three times per year formal pupil progress meetings are held between the class teacher and their key stage leaders. Information regarding SEND is shared with the SENDCO and inclusion team. This identifies barriers and informs future planning for SEND provision through the graduated approach.

Parents/ carers are provided with two reports per year, the first is an interim report and is sent out alongside the Autumn parents evening. The second is a detailed end of year report. Assessments are taken into account when generating the reports. Where progress has not been made, this will be identified and shared with parents/ carers accordingly. SENDCO will also be made aware.

**Assessment for learning tools:**

Assessment for learning is an ongoing process which identifies barriers at the earliest point. This is part of the class teachers High Quality Teaching and offers reflection to assess the progress towards the desired outcomes within a lesson. Where a class teacher or member of the support team are concerned about progress of a certain pupil through the course of a lesson further targeting or adaptations to the following days planning could be made to support their future progress.

**SEND assessment tools:**

If it is felt that there is a specific area that could be impacted on a pupil's progress in other areas of learning in house assessments are carried out. These can support the graduated approach and inform IEP targets. Where a pupil is progressing to stage 3 of SEND identification these inhouse assessments will be used to provide evidence. In house assessment tools are not always shared with parents/ carers as they are used as an informative tool but through the graduated approach these may form the basis of discussions.

- WELLCOMM Primary and Secondary
- Dyslexia Portfolio (screening tool)
- Strengths and difficulties questionnaires
- BOXALL
- Valuing SEND tool
- Sensory profile
- Toe by toe reading assessment
- The British Picture Vocabulary Scale
- Children's Therapy Services - Speech and Language Therapy assessment
- Morphological Awareness Assessment
- Read Write Inc assessment

When a pupil is identified as SEND at stage 1, they will be issued with an IEP. This is evaluated by the Class teacher and, other adults working closely with them, three times a year. During this period the Individual Education Plan (IEP) is considered through class planning and the assessments carried out to strive towards the pupil achieving the target during the period. If a pupil achieves a target before the next assessment period teachers will adapt the target accordingly. Where progress has not been noted through the target period class teachers will inform SENDCO or a member of the SEND team. Advice would include looking at any further assessments that could be carried out to identify any further barriers, additional provision being targeted in a specific area or a specific resource being given. IEP's are used as a starting point towards the graduated approach.

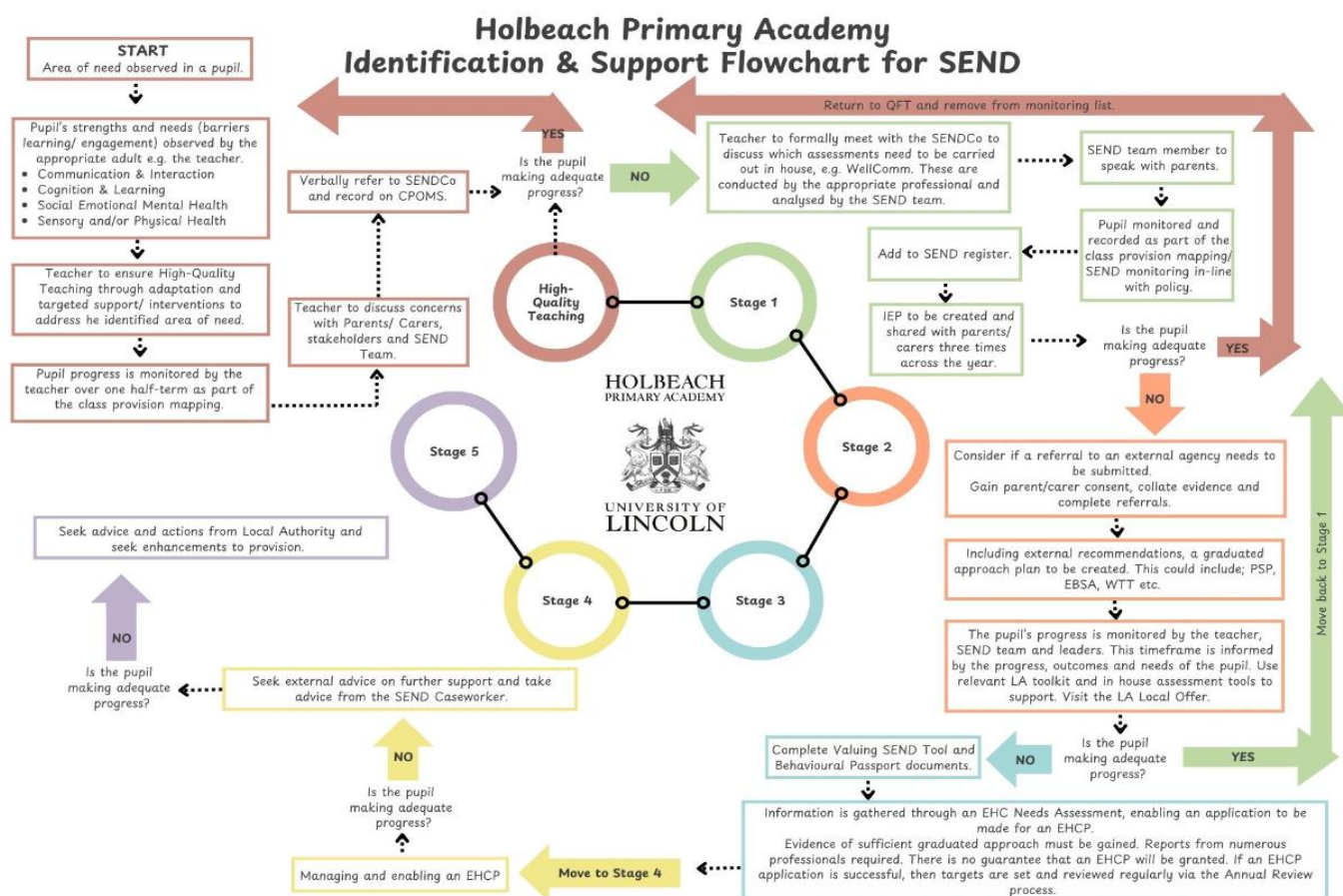
Each term the SENDCO and Pastoral Leader meet with the Executive Principal to discuss progress data, and pupils causing concern in relation to this. This supports the strategic management to ensure that the correct resources are in place to support certain pupils and provision plan for the following term. This can include planning for additional agency involvement or staff deployment needs.



The academy has a stage 2 provision map. This outlines the children requiring support from additional agencies and requiring a higher stage of support, this is also used to identify which pupils may require in house assessment tools. This is updated bi-termly by the SENDCO, SEND Assistant and Pastoral Leader. This allows the team to evaluate progress that pupils have made or any assessments that have identified and specific aspects from the previous map. This also co-creates the provision map moving into the following term.

### **3b. Arrangements for assessing and reviewing SEND pupil progress:**

Once a pupil is identified as SEND and added to the SEND register, they enter into the graduated approach. The graduated approach is a model of intervention for meeting the needs of a young person, often used in special educational needs and disabilities (SEND) support. It involves a cycle of **Assess, Plan, Do, and Review** to ensure that support is appropriately matched to the individual's needs. The cycle becomes increasingly personalised and may bring in more specialist expertise if a pupil is not making expected progress, while always involving parents/ carers and the pupil in the process.



At Holbeach Primary Academy the graduated approach is split into 5 stages. Once a child is added to the register, they enter the graduated approach at stage 1. Below is an explanation of what to expect at each stage.

### **School-based SEN provision (Stage 1)**

Pupils receiving SEND provision will be placed on the academy's SEND support register. These pupils have needs that can be met by the academy through the graduated approach and High Quality Teaching (HQT). At this stage in house assessment tool may be used to try to identify specific areas of challenge or particular barriers. Where it is felt that a child is not making the expected progress with the support available within stage 1 the pupil would be escalated to stage 2 provision. A child could also be escalated should an in-house assessment identify a specific barrier that may require more specific support.

### **School-based SEND provision with additional agency involvement (Stage 2)**

Pupils who are causing a concern at stage 1 due to lower than expected progress or due to a specific identifiable barrier will be escalated to stage 2. At stage 2 further in house assessment tools may be used to further identify any potential barriers to progress. Where it is felt that the child requires specialist support a referral to external agencies will be made with the consent of the parent. This will provide the class teacher with a report and potential strategies to support within the classroom and help to overcome barriers where possible. This will also provide parents with information with regards to their child.

The external providers that HPA currently work with are detailed within section 10 of this report.

At this stage we may begin to enter into a specific process such as a Pastoral Support Plan (PSP), an Emotional Based School Avoidance plan (EBSA), a Working Together Team (WTT) ladder. This will form the foundations of the graduated approach moving forwards.

Every 12 weeks the SENDCo team and Pastoral leader meet to plan the stage two provisions and evaluate previous cycles. This provides a clear vision of support for pupils and provides further actions. Following this the SENDCO and Pastoral Leader meet with the Executive Principal to discuss the priority needs for pupils and plan out the provision and resources for the next assessment phase.

Pupils at this stage of the graduated approach are funded through the academy's notional budget. They are identified as K on the census.

### **Education, health care plan (EHCP) pre-assessment (Stage 3)**

If it is felt that a pupil through the graduated approach has not made the expected progress and there could be concerns in more than one area of a child's learning the pupil may be escalated to stage 3. At this stage further work will be carried out with additional agencies and the SEND team or Pastoral team may have more involvement with the young person and family. At this point if it progress is not as desired an EHCP submission may be made to the local authority. This would only be initiated with the families consent.

When an EHCP request is made the SENDCO has access to the Lincolnshire County Council HUB. The submission is made through the portal and parents are provided with log in details to add their contributions along with additional agencies, health and social care services. The EHCP process is 20 weeks from the date of submission to the decision whether a plan is to be issued.

Families have the right to move to this stage and create a self-referral for their child through the EHCP request system. At this stage the EHCP process will be initiated. The academy will contribute with the information that they have at that point for the child. This can mean that the school are not able to contribute to the EHCP as effectively due to the time frame of when it was submitted and not therefore having enough evidence to support an EHCP submission. For a parental request the Academy will remain impartial on the HUB submission and contribute only evidence that has been collected from the date of submission.

The provision for these pupils is funded through the academy's notional SEND budget.

On the census these pupils will be marked with the code K.

## **Education, Health and Care (EHC) plan (Stage 4)**

Pupils who need more support than is available through the Academy's in-house SEND provision may be entitled to an EHCP plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. When a child has an EHCP in place that are allocated a caseworker from the Local Authority. SENDCO and Pastoral Leader work closely with the SEND caseworkers to ensure the effectiveness of the plan.

When an EHCP is issued a consult is received via the EHCP HUB. The academy have a set period of time to review the content of the EHCP and evaluate whether they would be able to meet the child's needs or not. In cases that the Academy would not be able to meet the needs of an EHCP they have to specify the details why they would not be able to and this needs to comply with the SEND Code of Practice.

The plan is evaluated annually through a formal meeting which is recorded on the EHCP HUB. Parents and the child's voice are captured through the meeting. The SEND Caseworker does not need to attend the annual review unless their attendance has been requested. The SEND caseworker will attend the Year 5 annual review to formalise the phase transfer to secondary school.

The provision for these pupils will be funded from the Academy's notional SEND budget, and top up funding is received from the child's home Local Authority. In Lincolnshire there are 3 main bandings of funding: moderate, significant and pronounced. Provision for pupils with EHCP's in place is detailed in section 6 of this report.

On the census these pupils will be marked with the code E.

## **Bespoke Learning Pathway (Stage 5)**

Where a pupil has an EHCP in place and their current provision continues to not meet their needs the SENDCO will raise concerns with the SEND Caseworker and suggest an emergency annual review. At this stage evidence from additional agencies will be further sought and a comprehensive case will be put forwards to the SEND Caseworker as to why the Academy are not able to meet the needs of the child given the current EHCP provisions.

Following the outcome of the Annual Review the Caseworker would feedback to the managers with an Additional Needs Request. The outcome of this could be that the current funding banding is increased to more effectively meet the needs of the pupil. This could also look at whether mainstream education remains the most appropriate setting for the child. Or whether a different type of setting could be more beneficial.

Where the Local Authority recognise that a specialist setting is the most appropriate for the young person they will consult with alternative settings. In the case that there are no specialist settings available a bespoke learning pathway could be put in place in the interim to support the pupil. This is often a more creative curriculum with a great deal of adaptations made to facilitate the child's needs as they await a more specialist setting. At this stage the family have high stages of communication with the young person and their family. The SENDCO also takes on planning responsibilities for this small proportion for children to ensure that they are being provided with a full curriculum at the same time as having their complex core needs met.

On the census these pupils will be marked with the code E.

### **3c. The academy's approach to teaching pupils with SEND:**

The Academy strives to be inclusive for all learners. High quality teaching built around adaptive strategies which promote pupils' learning preferences.

Within the academy year groups are split into key stages. Staff work closely with Holbeach Bank Academy and best practice is shared both in Key Stage teams but also in Curriculum teams and in terms of Leadership.

The curriculum frameworks are designed to be engaging and promote sequential learning. This means that classes are taught as a whole with adaptive teaching methods being used to support pupils with SEND. The only area of the curriculum the learning is more aligned for early reading skills. Pupils are assessed termly in phonics and groups are developed accordingly. This means that the phonics session that a pupil requires is delivered at exactly the right stage to promote the optimum stage of progress. As pupils move into KS2 and away from phonics, guided reading sessions are taught in a very similar way.

Within classrooms pupils are grouped. This can be linked to ability groupings but at times teachers choose to use mixed ability grouping. Grouping is decided by the teachers, where there is a specific group of pupils who all have a shared target or barrier targeted interventions will be deployed to support. General classroom assessment for learning techniques can inform groupings. Groupings will often be explored through formal pupil progress meetings also.

The academy timetable is ambitious and rigorous. Pupils have set subjects each day and transitions between the subjects are communicated to pupils through visual timetables and daily schedules. Where required some pupils use now and next boards to navigate through the school day.

Teachers and support staff use a range of adaptive teaching strategies to support pupils within the classroom. These can often be highly personalised to ensure that barriers are broken down. A clear list of these strategies can be found in sections 6 of this report.

Support staff are integral in supporting the needs of individuals as well as recognising barriers. Support staff are often delegated to target specific areas and work closely with class teachers to overcome barriers. Support staff communicate with class teachers on the progress of the child and any concerns they have. Support staff will also communicate with the SEND team to gain advice on forwards planning for individuals. Where additional agencies have been involved, support staff will often implement recommendations or run specific interventions.

### **3d. The curriculum and learning environment for SEND pupils:**

Many adaptations are made to support pupils in their accessibility to reach their potential. Where a barrier is evident the Academy will endeavour to find strategies to overcome or ease these challenges.

Here are some of the adaptations that are made to support accessible learning:

#### **Visual Adaptions:**

- Enlarged materials
- Printed versions for pupils who struggle to follow the board
- Adapted background colours

- Coloured paged exercise books
- Coloured overlays.

**Writing adaptations:**

- Writing frames
- Use of pencil grips
- Word processing
- Scribes
- Access to sound mats, word banks, writing tool kits.
- Soft lead pencils
- Thicker pencils
- Weighted pencils/ pens.
- Voice recording tools.

**Listening and attention adaptations:**

- Weighted objects (cushions, stuffed animals)
- Fiddle objects (fidgets, textured materials)
- Now and next board
- Individual regulation basket
- Movement breaks
- Adapted seating (wedge cushions, wobble stools, kick bands)
- Access to ear defenders
- Access to quiet spaces

**Fine motor:**

- Adapted scissors
- Pencil grips
- Caring cutlery

The academy building is as accessible as possible, some of the adaptations include:

- Access ramps
- Disabled toilet access
- Hand rails, attached and mobile
- Toilet frame
- Shower access

For those pupils who are not able to access the school site in a range of strategies can be used to support individual needs. An overview of this support can be found within section two of this report. The provision for pupils not able to access school is underpinned by the Safeguarding Policy and Attendance Policy.

**3e. Additional support for learning for pupils with SEND:**

Alongside the reasonable adjustments targeted interventions are in place. Targeted interventions are usually run by support staff but planned for by teachers, key stage leaders, SENDCo. Some interventions could be self-led using assisted technology. These interventions may be informed by an outside agency report or possibly from an in-house assessment. Some of these interventions may include:

**Cognition and Learning:**

- Read Write Inc tutoring
- Fresh Start
- White Rose Maths
- TT Rockstars
- Reading rocketeers

**Communication and interaction:**

- WELLCOMM
- Bucket Time
- Specific speech and language interventions
- First Call

**Social Emotional and Mental Health:**

- ELSA
- Lego Therapy
- Mindfulness sessions
- Feelings Detectives
- Draw and Talk
- Lunch time interventions.
- Psychoeducation
- Social stories
- Sensory circuits

**Sensory and Physical:**

- Touch typing
- Clever hands
- First Move
- Lunch time interventions
- Sensory circuits
- Handwriting

**3f. Support for improving the emotional, mental and social development of pupils with SEND:**

Holbeach Primary Academy strive to support the emotional, social and mental needs of pupils with SEND. There is a pastoral team who work very closely with the SEND team. The teams work together to create an inclusion team.

Darran Fiddler is a Mental Health first aider and Hayley Stevens is trained in ELSA and Psycho education. Across the two teams' staff strive to consider individual needs to ensure that they feel safe and regulated to progress in other areas.

Within the academy we have an external Play Therapist joins once a week to support pupils who require further support for their emotional needs. Mr Fiddler carefully considers who this intervention is going to be targeted towards and the intervention runs for a number of weeks.

We have two cabins at Holbeach Primary Academy. One is a regulation cabin and has a number of physical sensory tools to aid regulation and known as our "Calm Cabin". The other is a "Therapy Cabin" which provides a calm and quiet space for certain interventions to take place. Both cabins have phone access and CCTV.

Learning mentors carry out a range of interventions but also carry out assessments such as Boxall and Sensory profiles which they then explain to class teachers or support staff. The pastoral team also work closely with families and will often communicate with families about the work they are carrying out where appropriate. The work closely with agencies such as; the Behaviour Outreach Service, Healthy Minds and Early Help workers.

Darran Fiddler is the deputy safeguarding leader, he carries out the Early Help Assessments within the academy. These are requested when more support is required within the home environment.

Within the academy there are a number of regulation areas to direct pupils to if they are beginning to dysregulate. We have floor and wall stickers that the to promote self-led sensory circuits.

Within the academy a formal sensory circuit session is carried at the beginning of the day. This support regulation at the beginning of the day. The children accessing this intervention are decided my SENDCO and Pastoral Leader as part of provision mapping.

#### **4. Name and Contact details of SEND Coordinator and SEND governor**

Name of School SENDCO: Emma Fawcett

emma.fawcett@uolat.co.uk

Name of SEND governor: Stacey Gilham

01406 422397

#### **5. The expertise and training of staff in relation to children and young people with SEND**

- Emma Fawcett has held the National SENDCO award since 2013.
- Abbie Linder is currently working towards the NPQ in SEND.
- A comprehensive CPD cycle is supported by staff and opportunities are provided to support a range of techniques and strategies.
- Hayley Stevens is a ELSA trained TA and works as part of the pastoral team. She has recently undertaken Psychoeducation which supports children with a diagnosis to understand their diagnosis.
- Once a week we have a specialist trained Play Therapist working as part of the pastoral team.
- 12 members of staff across HPA and HBA are trained in positive handling and de-escalation.

- Last year HPA worked as part of the PINS project with provided SENDCO and the team with a range of training opportunities led by the Working Together Team.
- A number of the team are trained in Epilepsy understanding and are able to support individuals.
- A number of the team are trained in diabetes understanding and support individuals.
- We work closely with Lincolnshire Education Service who support in upskilling staff. Last year the EYFS team were supported with dynamic teaching strategies and this year various teacher coaching sessions are planned along with assistant caseworkers.
- A number of staff are trained in Lego Therapy.
- A number of staff are trained in creating social stories.
- We work closely with the Pupil Reintegration Team who offer various training. More recently we have had trauma informed practice training and training on understanding ADHD.
- The Speech and Language service support certain staff in supporting individuals, this can often be shared among small groups of children.
- A number of the team have been trained in Zones of Regulation provided by Lincolnshire Psychologist Service.
- A number of staff have been trained in "Bucket Time" by WTT.
- A number of staff are trained in creating sensory profiles by WTT.
- Participation within a local SEND conference and follow up sessions with local sessions delivered by additional agencies such as WTT and BOSS.
- Mr Fiddler the Pastoral Leader is trained as a mental health first aider.
- A number of staff have had training in Pathological Demand Avoidance (PDA).
- A number of staff have taken part in ECLIPS training for language disorder training.
- A number of staff are trained in first aid or paediatric first aid.
- Two members of staff have undertaken Morph Mastery training through the Dyslexia outreach service to support children who have not been able to develop reading skills through phonics.
- A high proportion of staff are trained in Read Write Inc.

Work with additional agencies:

At Holbeach Primary Academy we aim to deliver a multi-agency approach to support pupils with SEND. The additional agency support allows us to work closely and to seek advice to develop our inclusive ethos. Additional agencies are also an integral part of collecting evidence if a pupil requires additional support to what is already being delivered.

If it is felt that a child would benefit from the support of an additional agency, a member of the SEND Team will outline how the agency would be able to support your child and the impact that it could have on their provision.

### **Currently Holbeach Primary Academy works with:**

**Specialist Teaching Team (STT):** This agency provides learning support for your child; they will carry out a few tasks with your child usually on a 1:1 basis and generate a report from their finding to support the academy in their delivery of provision and also to give advice on targets. STAPS can also recommend further testing such as testing for dyslexia and visual tracking.

**The Working Together Team:** This service is based at Gosberton House Academy. The service provides three main areas of expertise; consultancy, training, and support groups. The



service is able to support schools/academies in developing suitable practice for pupils with social communication concerns and developing staff knowledge on how to meet needs. The service can also offer support to parents and carers, they offer opportunities to discuss the pupil's needs and how these can be addressed. Gosberton House Academy also offer training for parents/ carers if their child has a diagnosis of ASD through the Early Bird programme.

For more information visit: <https://www.wtt.org.uk/>

**SALT (Speech and Language):** This service works on a referral basis, if the referral is successful an assessment will be made and a programme of work will be developed to be carried out at home and in academy. Assessments will often take place in the academy and parents/carers will be invited to be present.

**ECLIPS (Advanced Speech and Language):** This service only become involved if a child has a significant language disorder. Over the past year the service has worked with two pupils and provide intensive speech and language support. To access the service the child requires an EHCP with communication and interaction focussing as the core area of need.

**Community paediatrics:** Under the new Children and Families Bill, health care professional play an integral part to supporting specific needs. Should your child attend a paediatrician appointment, the reports will be shared with the academy when they are available and the academy will act upon their advice. Referrals to a paediatrician are usually made through the academy and require four separate questionnaires. Paediatricians recommend referrals for the Autism Pathway not be made until the child is 6 and for the ADHD pathway to be made when the child is 7 to rule out any development concerns.

**The Pupil Reintegration Team (Through PSP and EBSA Processes):** The PSP (Pastoral Support Plan) process is designed to reduce the risks of suspensions from the academy. The process involves agencies working together to develop a plan that is right for the pupil and the Academy. This process opens up the opportunity for behaviour professionals to become involved should they need to be. The EBSA (Emotional Based School Avoidance) process is designed in a similar way for those pupils who are reluctant to come to school or have high stages of anxiety related to school/academy life. This is a pathway that explores health barriers to helping children access education and improve their attendance and engagement.

**Children's and Adolescent Mental Health Service (CAMHS):** This is a medical service which supports mental health in young people. Before referring to the service we are able to discuss hypothetical situations to gain advice at the earliest possible opportunity.

**Healthy Minds:** This service supports children's mental wellbeing. This service works usually with the young person in the academy but gives the young person and their families tools to be able to cope with things such as; anxiety and depression. This service can be accessed through an Early Help Assessment or through the EBSA pathway.

**Children's and Young Persons Nursing team:** Children who have challenges around toileting and continence may be referred to the CYPN team. This is an NHS agency who work closely with the family and school to support the young person.

**Educational Psychologist:** As an academy we use the Lincolnshire Psychology Service. Our designated EP may come to work with pupils and carry out assessments if this is outlined on the

graduated approach. We sometimes use the service to offer training to upskill staff.

<https://www.lincolnshirepsychologyservices.com/>

**SEST (Sensory Education and Support Team):** This team supports children with hearing or vision impairments. They have a referral format which is supported by medical evidence.

<https://www.lincolnshire.gov.uk/directory-record/63945/sensory-education-and-support-team>

## **6. How equipment and facilities to support SEND pupils will be secured:**

The Academy receives a Notional Budget per year to support pupils with Special Educational Needs. This funding is used not only to support the academy's pupils with SEND needs but also to support the first part of an EHCP.

As an Academy we ensure that all of our pupils are receiving the correct stage of support and where an EHCP is present that those pupils are receiving their full entitlement. Where possible and appropriate, this support is shared as very small intervention groups. This is monitored closely and evaluated and adapted where needed.

### **Universal (Stage 1):**

At this stage the strategies are open to all pupils and are not specifically targeted to those with additional needs. There is not specific funding attached to this stage support general adaptive teaching strategies.

These may include:

- Fresh Start and individual phonics tutoring.
- Access to sensory equipment (fidgets, timers, cushions, chew buddies, weighted blankets, wobble cushions, ear defenders...)
- Access to the garden room for regulation purposes.
- Use of adaptive teaching strategies (use of technology, use of different forms of recording, using tools such as colourful semantics).
- Use of Widget to dual code effectively through school.
- Mindfulness activities (colouring, movement breaks, breathing exercises).

### **Targeted (Stage 2/3):**

These resources are used funded through the academies "notional" funding. This is non-ring-fenced funding which feeds into the budget to support pupils with SEND within the parameters of reasonable adjustments. These strategies, resources and interventions build the foundation to building evidence towards a pupils requiring a funding enhancement.

These may include:

- Individual Education Plans (identify targets and tools to support the pupil to achieve targets)
- Enhanced adult support (SENDTA, Pastoral Support, Outside professional).
- Sensory Circuits
- Bucket time sessions (attention autism).
- Enhanced use of sensory equipment (exercise balls, rollers)
- Individual sensory profiles (these can promote adaptations to resources, uniform or routines to support children).

- Individual behaviour passports (these can promote de-escalation strategies and preferred behaviour management strategies).
- Individual behaviour cards.
- Speech and language sessions.
- Lego therapy
- Mindfulness clubs during lunch times.
- Play therapy.
- Individualised learning and high stages of adaptive teaching.
- Access to specific resources such as adapted furniture to accessibility supports.
- Access the garden room during lunchtimes.
- Higher access to technology.
- Casework carried out with the Lincolnshire Psychology Service.
- Targeted and routine therapy activities.
- Access the SEND library (a range of books on certain medical conditions or neurodivergence).

### **Higher needs (Stage 4/5):**

This stage of funding includes the pupils who have EHCP's in place. Their funding is allocated in line with the EHCP. Their funding is made up of both "notional funding and top-up funding". Much of the funding is covered through the targeted stage however there are specific elements that are covered at the higher stage. At this stage if it is felt that the academy are unable to meet the needs of a pupils effectively with the current funding banding the SENDCO will work with the Local Authority to enhance the funding stage or explore whether a more specialist setting is required.

These may include:

- Higher access to enhanced stages of adult support.
- Access to higher stages of communication aids such as PECs books.
- Bespoke learning pathways for individuals.
- More specific and individualised physical resources.
- Individualised routine and access to various spaces within the academy (garden room, calm cabin, office lunch club).

### **7. Consulting with parents of children with SEND about, and involving such parents in, the education of their child**

Mrs Fawcett (SENDCO), Mrs Ramage (SENDCO Assistant), Mr Fiddler (Pastoral Leader) are highly approachable. A member of the team is present on the playgrounds in the morning and at the end of the academy day to talk through general comments. The team will always strive to facilitate a telephone call, email or meeting at the earliest convenience.

When a child is identified on the SEND register, they will receive an Individual Education Plan (IEP) 3 times per year. Following each of these there is a planned SEND coffee morning and parents/ carers are invited to attend. When receiving their child's IEP they are asked if they would like to discuss these with the class teacher or the SENDCO. Meetings are then set up in due course. Alongside the IEP, a questionnaire is sent home to gain parents/ carers view to

inform future practice. Parent/ carers feedback led to the coffee mornings and some communication developments.

Formal meetings with the SENDCO or Pastoral Leader can be requested via the school office. The relevant person will contact to arrange this. A phone call may be offered as a first stage.

When a pupil has an EHCP in place or evidence is being built towards an EHCP submission the SENDCO and SEND work closely with the young person. Children with EHCP's will be allocated keyworkers. This is often two key workers, reasoning behind this is so that pupils do not become over reliant on one adult. When an EHCP is in place the SENDCO will arrange an Annual Review each year which heavily involves the family.

## **8. Consulting pupils with SEN about, and involving them in, their education**

Pupils identified as SEND receive new targets 3 times per year as a minimum. The format for this is child friendly and these documents are shared with the pupil by their class teacher or SENDTA. In many cases the targets are provided on a separate sheet and dual coded to support pupils in understanding their targets and identifying the strategies that they need to overcome their barriers.

Pupils with SEND are included in all elements of academy life. At HPA the majority of pupils work within the classrooms with adaptive strategies and have their needs met as part of the whole class practice. Strategies, interventions and resources outlined in section 6 are used to support the needs of individual learners within the classroom. For a very small proportion of pupils for whom the classroom poses high stages of challenge and impacts on their ability to work towards overcoming barriers, these pupils work on a bespoke learning pathway. This is a very small proportion of pupils but promotes a culture of belonging among the pupils. This pathway is planned and monitored by the SENDCO and pupils have specialist provision written into their plans.

Annually a Neurodiversity week is held within the academy. This provides pupils with a voice and provides all pupils with an awareness of others needs. Within the garden room we have a SEND library with a range of books linked to medical conditions and neurodiversity's, these are shared within classes to raise awareness to peers.

The pupil's voice is captured when creating IEP's. Teachers or SENDTAs talk to pupils about their ambitions and areas they find challenging. Ahead of Annual Reviews the pupil's voice is captured to feed into the meeting. Where appropriate pupils are invited to join the annual review and contribute further.

Adaptive technology is used to support pupils' methods of recording. Voice recording and dual coding are used to support gaining pupil's voice. Where language creates a barrier the use of pictures and photographs are used to support providing pupils with tools to communicate.

Where pupils are not able to access regular practice due to their SEND, HPA strives to offer opportunities to support. Recently a group of pupils were taken to another academy within the Trust for a swimming session as they had not been previously been able to access the general

swimming sessions on offer. Enrichment opportunities are provided for pupils if it is not possible to safely risk assess an excursion.

### **9. The governing body's management of complaints from parents of pupils with SEND concerning the provision at the school**

If a parent is concerned about the provision or performance of the Academy in relation to an aspect related to SEND, early communication is often able to offer a solution. Contacting the office or approaching SENDCo, Pastoral Lead, or the pupil's Key Stage Leader can often result in a concern being raised and a solution being identified. This can include adjustments being made or a resource or intervention being implemented. If parents/ carers feel that their concern has not been effectively they have the right to submit a formal complaint.

Formal complaints about SEND provision in our Academy should be made to the Academy Lead in the first instance. They will be handled in line with the Academy complaints policy, available on the Academy website.

If the parent or carer is not satisfied with the Academy's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, Lincolnshire Liaise, [liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk)

### **10. How the governing body involves other groups in meeting the needs of pupils with SEND and their families**

As and academy we work with a range of services and agencies. Where required consent will be gained for agencies to work with pupils. Details of many of these can be found in section 5 of this report. These may include;

#### **Education Services:**

- Virtual School
- Specialist Teaching Service
- Educational Psychologist Services
- Working Together Team
- Dyslexia Outreach Services
- Play Therapist
- Behaviour Outreach Services
- Emotional Based School Avoidance Caseworkers
- Pupil Reintegration Team
- Admission Services
- Attendance Services
- SEND Caseworkers, practice supervisors
- Mediation Services
- ASK SALL- Lincolnshire advice line representatives.

- Liaise
- Lincolnshire Parent and Carer Forum
- Sensory outreach service

#### **Health Services:**

- Community Paediatrics
- Occupational Health Therapists
- Speech and Language Therapists (including ECLIPS)
- Healthy Minds and Child and Adolescent Mental Health Service.
- Children and Young people's nurse
- Consultants
- Diabetic Nurse
- Epilepsy Nurse

#### **Social Care/ Safeguarding Services:**

- Social workers
- Early Help Workers/ Consultants
- EDAN services
- ESCO workers
- TAC admin
- Futures for me
- Education Progress Co-ordinators for children with social workers
- Haven- domestic abuse
- Lincolnshire Road safety partnership
- Drug and Alcohol support- Horizon
- Lincolnshire Policing
- The Lincolnshire Domestic Abuse Partnership
- Prevent advice line through Lincolnshire Police

### **11. The contact details of support services for parents in accordance with section 32**

As a parent/ carer if you feel you need to seek external advice Lincolnshire recommend the below services. There are a number of specific services available of the SEND page of the website.

#### **Lincolnshire Parent and Carer Forum:**

This is a charity run organisation by parents and carers of children with SEND and they offer advice and training opportunities. <https://www.lincspcf.org.uk/index.php#>

#### **Liaise:**

Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They provide impartial advice to parent and carers.

Parents, carers, children and young people can refer in to our service in two ways, either call 0800 195 1635 or **fill in this form**.

## **12. Supporting pupils moving between phases and preparing for adult education:**

Transitions are of high importance for pupils coming into school but also for those transitioning to their next phase of education.

### **Children joining in reception:**

From April, once academy places have been allocated, the EYFS team including SENDCO begin transition work with pupils and their families. If a pupil has an EHCP in place the SENDCO will endeavour to attend the Annual Review if a consult has been accepted.

The EYFS team work with pre-school settings and endeavour to visit pupils within their settings. Where pre-school or the families raise concerns over elements of transition a bespoke transition plan is put together for the pupil. The transition plan is co-created between pre-school setting, family and the academy. Adjustments are identified within the plan which is evaluated once the pupil has been in the academy for a few weeks, this can include timetable adaptations, specific drop off plans, regulation preferences along with many more.

### **Children joining within primary phase:**

Where pupils join from other schools through the primary stage, the SENDCO or Pastoral Leader will make contact with the previous settings and seek the SEND records. Information will be shared with new the class teacher to make the transition as effective as possible for the young person. Where relevant, parents/ carers will be involved within the transition process.

Where a child transitions with an EHCP an Annual Review would usually be called within 6 months of the start date within the Academy.

For any pupil joining the Academy a form is shared with the class teacher outlining any key information about the pupil. The class teacher is also asked to complete some information on the form once the pupil has started. Alongside this, if there is access to an IEP or profile this would be shared with the class teacher also.

### **Children transitioning to secondary phase:**

If a pupil has an EHCP in place a transitional Annual Review will be called for the summer term of year 5. This will outline parent/ carer preferences for secondary school. The plans will then be finalised in the Autumn term with secondary school allocations.

Once the Academy are aware of the secondary transition, meetings are held between members of the inclusion teams. Where required additional transitional plans can be set up and families can also become involved. For some pupils, additional visits and adapted sessions may be set up.

For pupils with an EHCP in place, a representative from the secondary school will be invited to the pupils Year 6 annual Review.

The child's SEND file will be shared with their secondary school once on roll and they will then take on the responsibility of their physical and electronic files.

### **Children transitioning to other settings:**

Where pupils transition to other settings, their paper and electronic files will be shared once the pupil is on roll at their next setting. Depending on the stage of needs transitional conversations will be set up between the inclusion teams. Where appropriate academy staff from the new setting will be welcomed to visit pupils ahead of the transition likewise transition visits can be set up for the pupil to visit their new setting ahead of starting. Where required families will also be invited to support the transition between both settings. If the new setting feels it is required follow up meetings can be set up to continue to support the young person and their family.

### **Transition from year group to year group:**

Each year time is allocated to allow teachers and support staff to share information regarding individual needs. Alongside this the SENDCo and Pastoral Leader is available to provide information on individuals. Each class teacher has a file with relevant information regarding individuals such as; specialist teacher reports, IEP's, EP reports, sensory profiles. These files are shared at the end of a year with the new class teacher. It is the class teacher's responsibility to read and understand the information and clarify understanding with the SENDCO or Pastoral Leader.

### **13. Information on where the local authority's local offer is published**

To see what support is available locally, have a look at Lincolnshire's local offer:

<https://www.lincolnshire.gov.uk/send-local-offer>

The local offer holds wealth of information regarding services and support available to families and young people. There is information surrounding extra-curricular activities, support agencies, specialist professionals and SEND friendly services.

- Website: <https://www.lincolnshire.gov.uk/send-local-offer>

Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). You can contact them:

0800 195 1635 (Freephone)

<https://www.liaiselincolnshire.org.uk/>

Local charities that offer information and support to families of children with SEN are:

Lincolnshire Parent Carer Forum: [admin@lincspcf.org.uk](mailto:admin@lincspcf.org.uk)

LPCF, PO Box 1183, Spalding, PE11 9EE

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)



## **14. Glossary**

<b>Access arrangements</b>	special arrangements to allow pupils with SEN to access assessments or exams
<b>Annual review</b>	an annual meeting to review the provision in a pupil's EHC plan
<b>Area of need</b>	the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
<b>CAMHS</b>	child and adolescent mental health services
<b>Differentiation / Personalisation</b>	when teachers adapt how they teach in response to a pupil's needs
<b>EHC needs assessment</b>	the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
<b>EHC plan</b>	an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
<b>First-tier tribunal / SEND tribunal</b>	a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school/academy or local authority due to SEN
<b>Graduated approach</b>	an approach to providing SEN support in which the school/academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
<b>Intervention</b>	a short-term, targeted approach to teaching a pupil with a specific outcome in mind
<b>Local offer</b>	information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
<b>Outcome</b>	target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
<b>Reasonable adjustments</b>	changes that the school must make to remove or reduce any disadvantages caused by a child's disability
<b>SEN</b>	special educational needs
<b>SEND</b>	special educational needs and disabilities
<b>SEND Code of Practice</b>	the statutory guidance that schools must follow to support children with SEND
<b>SEND support</b>	special educational provision that meets the needs of pupils with SEND
<b>Transition</b>	when a pupil moves between years, phases, schools or institutions or life stages