



SEND Information Report

Key Information

Assistant Headteacher - Inclusion: Mrs Ashbridge (SENDCO)

Enhanced Resource Provision Manager: Mr Pearson

Assistant SENDCO: Mrs Jones

Contact Email: learningsupport@holderness.academy

SEND Governor: T Marrow

Local Offer: <http://eastridinglocaloffer.org.uk>

SEND Policy: The Trust wide SEND policy can be found [here](#).

Updated: September 2024

1. The kinds of special educational needs for which provision is made at the school

Holderness Academy & Sixth Form College is a comprehensive secondary school in the East Riding of Yorkshire with an Enhanced Resource Provision (ERP) for Autism. Holderness Academy is an inclusive school where the teaching and learning, achievements, attitude and well-being of every individual are valued. The Academy provides every individual with access to an inclusive curriculum, which will meet the needs of students with special educational needs and disabilities.

The Academy provides support for students with a wide range of additional needs covering the four broad areas of need.

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, emotional and mental health difficulties
- ❖ Sensory and physical needs

Holderness Academy is able to offer full access for students with physical disabilities and wheelchair users.

2. Information, in relation to mainstream schools, about the school's policies for the identification and assessment of students with special educational needs.

To identify and assess students with barriers to learning, we implement the following procedures:

- ❖ Primary liaison and additional transition visits for all Y6 SEND students.
- ❖ Information from parents and outside agencies via attendance at Annual Review Meetings and Multi-Agency Meetings.
- ❖ Students complete Edexcel (Maths) and ART (English) assessments on entry into Holderness Academy which identifies students working below age related expectations.



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- ❖ Screener completed to identify the need for additional support and for access arrangements; extra time, reader & scribe.
- ❖ Contribution to support outside agencies and other professional bodies with their diagnosis led assessments.
- ❖ Monitoring of all students' progress through Academy data collections, observations and termly support plans. Parents are involved and receive regular updates on their child's progress.
- ❖ Concerns about a student having SEND can be raised by any member of staff, parent or the student themselves.
- ❖ The pastoral team works closely with the Learning Support team to monitor the students within their year group.
- ❖ Students have access to our Emotional Literacy Support Assistant (ELSA) who will provide support for emotional and social development.

All students are invited to the Academy as part of their transition process, with extra sessions, if needed with the Learning Support team.

3. Information about the school's policies for making provision for students with special educational needs whether or not students have EHC Plans, including:

(a) how the Academy evaluates the effectiveness of its provision for such students

The effectiveness of SEND provision is evaluated periodically throughout the academic year through the following systems:

- ❖ The initial compilation of the Inclusion Register at the beginning of the academic year following the completion of standardised testing of the new cohort of students; monitored throughout the academic year with the progress of students with SEND demonstrated through the completion of standardised testing.



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- ❖ Students with SEND are identified within the Inclusion Register and a Pupil Passport compiled detailing the student's individualised SEND circumstances to advise teachers with their planning.
- ❖ Analysis of student tracking data.
- ❖ Observations of classroom practice embedding the needs of students with SEND, including through subject focussed learning walks and work scrutiny, Trust monitoring visits, and staff performance management procedures.

(b) the Academy's arrangements for assessing and reviewing the progress of students with special educational needs

The assessment and review of students with SEND is an ongoing process through the compilation of:

- ❖ Pupil Passports and data collections
- ❖ Tracking of students' progress from Key Stage 2 to Key Stage 3 and through to Key Stage 4 GCSE results.
- ❖ The annual review of Education Health and Care Plans.
- ❖ Weekly tracking and monitoring of individual students through mentoring undertaken by staff within the Learning Support Team.
- ❖ Progress Leaders, alongside liaison with classroom teachers, are responsible for the monitoring and analysis of the progress of all students. The SENDCo and Heads of Faculties undertake regular data analysis to monitor and review the progress of students with SEND.

(c) the Academy's approach to teaching students with special educational needs

- ❖ The majority of students will have their needs met through classroom arrangements and quality first teaching.
- ❖ Staff ensure scaffolding is in place for those students highlighted on the information available to them via Provision Map, inclusion registers and student passports.



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- ❖ Some students may require access to additional interventions including in-class support provided by teaching assistants or small group sessions.

(d) How the Academy adapts the curriculum and learning environment for students with special educational needs

- ❖ Entry into the school buildings can be accessible via a wheelchair ramp where necessary; classrooms based on the upper-level of the school building are accessible through the use of a lift which is operated by the Learning Support team.
- ❖ Throughout the school site there are a number of toilets equipped with disabled-access and any appropriate equipment necessary to support the physical needs of students with SEND.
- ❖ There is a designated area for Physiotherapy programmes to be delivered.
- ❖ Additional numeracy and literacy interventions are delivered.
- ❖ Visual timetables are created.
- ❖ Enhanced Resource Provision for students with autism with two sensory rooms.

(e) Additional support for learning that is available to students with special educational needs

Where possible, students learn alongside their peers for the majority of their timetable.

Some students with SEND require additional support to access the curriculum which may include:

- ❖ In-class support provided by a Teaching Assistant within the Learning Support Team; Teaching Assistants within the team have a breadth of experience and knowledge.
- ❖ Physiotherapy and Occupational Therapy: implementation of recommended programmes of support delivered by Teaching Assistants.



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- ❖ Pastoral Support: All students are monitored by the Pastoral Team. Students with complex social and behavioural needs (SEMH needs) are monitored through reports and interventions by Pastoral Managers and Progress Leaders.
- ❖ Children Looked After (CLA) with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. The process will start with a Short Note and following the identification of need a Support Plan or EHCP to meet the requirements of the student and the addition of a PEP (Personal Education Plan).

Withdrawal for specific intervention programmes including:

- ❖ Literacy and Numeracy Programmes.
- ❖ Read Write Inc. Fresh Start Intervention.
- ❖ Handwriting
- ❖ Dyslexia Intervention
- ❖ Tutor time homework club
- ❖ Peer Mentoring
- ❖ Lego Therapy.
- ❖ Social Skills programmes which are designed to support students experiencing social difficulties.
- ❖ ELSA (Emotional Literacy Support Assistant) programme.
- ❖ Drawing and Talking Therapy
- ❖ Forest School Programme
- ❖ Tiger's Trust Programme
- ❖ NAPA Outreach Programme
- ❖ HSBC UK Financial Education Programme
- ❖ A carefully planned transition process for all students highlighted as having SEND by our cluster primary schools, out-of-catchment primary schools and parents. Attendance at all Transition Reviews and Multi-Agency meetings prior to transition is vital to ensure a successful transition for students with SEND.



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Some students may qualify for special arrangements in examinations. These students are assessed by an independent consultant and applications are made to the exam board. This additional support may result in students receiving some, or all, of the following:

- ❖ Up to 25% extra time.
- ❖ A reader in all exams, apart from the English reading paper.
- ❖ A scribe to record what the candidate says.
- ❖ Use of a laptop.
- ❖ Sitting the exam in a separate area.

(f) Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum

- ❖ The Learning Support base is available at break and lunch times which offers an enjoyable and supportive environment for more vulnerable students.
- ❖ Students with SEND are eligible for all trips. Where students need additional adult support, Teaching Assistants may accompany students.

(g) Support that is available for improving the emotional and social development of students with special educational needs.

- ❖ Holderness Academy's aim is to protect and promote the welfare, safety and healthy development of all students by adopting an honest, open, caring and supportive community.
- ❖ We have an excellent pastoral system in place with non-teaching Pastoral Managers available to provide assistance and advice to students and families as well as support students with behavioural needs through the behaviour monitoring systems.
- ❖ The SEND & Wellbeing Champion also offers further support to students struggling with social and emotional needs with access to a supportive programme.
- ❖ Delivery of Social Skills intervention programme provides additional emotional support, when needed.



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- ❖ All students are part of a tutor group and have access to their tutor daily during registration.
- ❖ A sensory room provides a safe refuge for students on the Autistic Spectrum.

4. In relation to mainstream schools, the name and contact details of the SEND coordinator.

SENDCO: Mrs Ashbridge

Email: learningsupport@holderness.academy

Assistant SENDCO: Mrs Jones

ERP Manager: Mr Pearson

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

In supporting students with SEND, the team accesses the following services:

- ❖ Educational Psychologist
- ❖ Educational Welfare Service
- ❖ Sensory and Physical Teaching Service
- ❖ Speech and language Therapy
- ❖ Inclusion practitioner for Autism
- ❖ Physiotherapy and Occupational Therapy Specialists
- ❖ Youth and Family Support Services
- ❖ CAMHS
- ❖ Families Information Service Hub (FISH)

All staff have up to date Safeguarding and FGM training. Staff draw upon a wide range of expertise at appropriate times, including training in:



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- ❖ Visually Impaired training and Hearing Impaired training delivered to staff by Integrated Sensory Support Service.
- ❖ Emotional Literacy Support
- ❖ Level 2 Understanding Autism
- ❖ Level 3 Forest School Practitioners
- ❖ Licensed THRIVE Practitioners
- ❖ Reciprocal Reader training
- ❖ Social skills training
- ❖ Managing challenging behaviour
- ❖ Dyslexia training
- ❖ Mental Health training
- ❖ Suicide prevention
- ❖ Moving and Handling
- ❖ Team Teach
- ❖ PACE Training

SEND training is reviewed regularly and staff receive training on a needs basis to respond to additional student needs.

6. Information about how equipment and facilities to support students with special educational needs will be secured.

- ❖ Entry into the school buildings can be accessible via a wheelchair ramp where necessary; classrooms based on the upper-level of the school building are accessible through the use of a lift which is operated by the Learning Support Team.
- ❖ Throughout the Academy site there are a number of toilets equipped with disabled-access and any appropriate tools necessary to support the physical needs of students with SEND.
- ❖ There is a designated area for Physiotherapy programmes to be delivered.



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- ❖ Students will have access to a chrome book to support their learning, where appropriate.
- ❖ The staff car park has designated disabled parking bays close to the main entrance of the school building.
- ❖ Taxi drop off area for students who can't access school transport.
- ❖ Student collection point where parents can drop off and collect students from support staff.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Holderness Academy likes to work collaboratively with parents/carers of all students, including those with SEND. Parents/Carers are actively encouraged to contact the school with any concerns in order to ensure the holistic needs of the student are being met wherever possible.

Parents/Carers are kept informed of their child's needs, support and provision along with progress and attainment.

Liaison with parents/carers of a student with SEND is initially conducted through invitation into school to attend the Annual Review of the students Education, Health and Care Plan or review meeting of those on SEND support, both meetings enable appropriate pathways of support to be discussed for both the student and parent/carers.

Parents/carers are invited into the Academy for the appropriate year group annual Parent's Evenings, an annual evening is offered for the parents/carers of Year 11 students to meet the Leadership Team and an Academy open evening is held annually for prospective parents and students to look around the Academy and discuss with teaching and non-teaching staff the needs of their child.

Where appropriate, Holderness Academy will signpost parents/carers to the most appropriate service to enable them to access the most relevant assistance required.

Pathways of support include:



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- ❖ Liaison with the Learning Support team via telephone, e-mail, SENDCO Surgery or meeting to discuss any concerns or review progress of students with SEND.
- ❖ Families Information Services and Helpline (FISH).
- ❖ Kids Independent Supporters Team
- ❖ Team around the Family meetings
- ❖ Youth and Family Support via referral process
- ❖ Educational Psychologist
- ❖ Inclusion Practitioner
- ❖ CAMHS

Depending on the individual needs of the student with SEND, it may be necessary to hold regular multi-agency meetings and have regular contact with parents via telephone, e-mail or communication through the Provision Map parent app.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- ❖ All students with an EHCP are invited to contribute their views to the Annual Review process.
- ❖ Students on the Inclusion Register meet on an annual basis with the SEND and Wellbeing Champion to review their Pupil Passport and discuss targets for the next academic year.
- ❖ A detailed Termly Support Plan is also completed for students who may require an EHCP in the near future. This is completed with the support of the student, parents/carers and any outside agencies who are working with the student.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.



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Holderness Academy and Sixth Form College seeks to promote positive relationships between all members of the school community and wider community including parents and carers. In the event that you wish to speak to us about a concern or complaint, please contact the school on 01482 899315. A copy of the full complaints procedure can be found on the Academy website or by contacting us directly.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such students.

The Governing Body delegates responsibility for students with SEND to staff at the Academy. They monitor progress of students with SEND and have a SEND Link Governor. The SENDCO communicates regularly with the SEND Governor with progress updates from the department.

11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.

Contact details for services used by the Academy are:

- ❖ Educational Psychologist – 01482 392254
- ❖ Educational Welfare Service – 01482 392146
- ❖ Sensory and Physical Teaching Service – 01482 392436
- ❖ Speech and Language Therapy – 01482 617758
- ❖ Inclusion practitioner for Autism – 01482 392254
- ❖ Physiotherapy and Occupational Therapy Specialists – 01482 331796
- ❖ Youth and Family Support Services -01482 889609
- ❖ CAMHS (Mental Health) –01482 303688 (Hull) 01482 303810 (East Riding)
- ❖ Parent Partnership Service – 01482 392108



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- ❖ Families Information Service Hub (FISH) – 01482 396469
- ❖ Transport Services - school.transport@eastriding.gov.uk
- ❖ SENDIASS - 01482 396469 sendiass@eastriding.gov.uk

12. The Academy’s arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Students with EHCPs receive a transition review at key points, Year 6, Year 9 and onwards.

All students attend additional transition visits to ensure they have time to get to know the school site and the staff; staff with whom the students are familiar accompany them on these visits as we endeavour to make the process less daunting. The focus of these transition visits is to establish the routines of the school and look at the key differences between primary and secondary education.

At the start of Key Stage 4, students are supported with the option choice process along with an information evening held for all parents to inform them of the process. The Learning Support team also meets with parents separately to discuss option choices and the support the student may require when accessing their KS4 curriculum subjects.

Year 11 students with SEND receive information and guidance (IAG) in their preparation for adulthood as well as individual appointment with the Academy’s Careers advisor.

The school will also encourage students with SEND to attend a variety of college open events, taster days and induction programmes at alternative providers throughout Year 11 in order to ensure they make an informed decision about their future provision.

13. Information on where the local authority’s local offer is published.

The East Riding of Yorkshire’s Local Offer for SEND can be found [here](#).



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