



SEND Report to Governors
Holybrook Primary School
2025 - 2026

July 2025

The purpose of our school's SEN Information report is to inform parents and carers about:

- How we welcome into our school children with special educational needs and/or disabilities;
- How we support them in all aspects of school life and remove barriers to achievement;
- How we work in closer partnership with parents/carers and children;
- How we make effective provision for all of our children with special educational needs and disabilities - SEND

SEND at Holybrook Primary School

This is a breakdown, year group by year group, of the numbers of pupils on our SEND register.

Year group	Number of children in class	Number of children on SEND register	EHCP	EHCNA agreed but plan not finalised	EHCA in progress
Nursery	34	11	1		3
Reception	27	7	4		1
Year 1	28	4	2		
Year 1 Horizons	0	0			
Year 2	30	6	1	1	
Year 2 Horizons	0				
Year 3	32	12	2		
Year 3 Horizons	2	2	2		
Year 4	30	9	1		
Year 4 Horizons	7	7	7		
Year 5	32	8	0		
Year 5 Horizons	4	4	4		
Year 6	29	12	2		
Year 6 Horizons	4	4	4		
Total	291	86	30	1	4

Total SEND		Category of Need	
Total SEN (EHCP and SEN Support)	86	Moderate/severe learning (MLD)	33 (38%)
SEN Support	55	Social, Emotional, Mental Health difficulties (SEMH)	33 (38%)
EHCP	30	Speech, language or communication need (SLCN)	36 (42%)
EHCP	17 (RP) + 13 (mainstream)	Physical difficulty (PD)	7 (0.8%)
EHCA's	5	Visual Impairment (VI)	1 (0.01%)
Total on roll	291	Hearing impairment (HI)	2
SEN as a % of school population	86 / 291 = 30 %	Specific difficulty (SpLD)	1
% of SEN pupils who are also pupil premium/FSM	156 / 291 = 54% pupils in school are PP 64 / 156 = 41%	Autistic spectrum disorder – diagnosed or undiagnosed (ASC)	25 (over 10 under assessment)

Budget and finance

As a school, we receive the school budget from the Education Funding Agency. This includes a 'notional' SEN budget which is calculated by considering the total number of children with additional needs in the school. The Notional funding received for the RP in 2024-25 was £267, 540. This funding was used to support the children in the RP with their SENs. From this amount, up to £10,000 (£4,000 from the normal school budget and £6,000 from the Notional SEND budget which is equivalent to 19+ hours 1:1 support per week) must be spent by school to support a child with SEND before applying for extra funding through the EHCP process.

The way the SEND budget is spent is decided upon by the Headteacher and SENDCo in discussion with the governors. If the child has educational needs beyond 'School Support', extra funding (on top of this first £10,000) can be applied for Bradford's SEND Services will determine the amount of the additional funding. This will be based upon evidence provided by parents/carers, the child or young person, the school and other professionals. The additional funding is allocated through an Education, Health and Care Plan (EHCP).

Children with EHCPs tend to need higher levels of provision which goes beyond the first £10,000 allocated to them from the school budget as they might need more 1:1 time than other children or need different resources to other children. School then receives additional levels of funding called a 'high-needs block' which is given according to the severity of their need and how much provision is made. As of June 2025, our high needs block of funding is £63,000 for children with EHCPs in the mainstream school and £267, 540 for children accessing the Horizons Resourced Provision. This increase in funding from the previous year reflects the significantly higher number of pupils with EHCPs across the school including the Horizons Resourced Provision which is full with 17 children attending.

Approach to teaching and adaptation of curriculum and environment

Class teachers plan lessons and differentiate according to the needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis.

Adaptations are made to support children in line with the Bradford Matrix of Need:

https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%20v2_2%20RD260421.pdf .

Within Age Related Expectations – High Quality Teaching in an inclusive setting.

- Differentiated activities, materials, outcomes, timing, scaffolding and additional resources.
- Differentiated questioning, and targeted simplified level/pace/amount of teacher talk.

Below Age related Expectations -Additional to and different from Interventions and Strategies

- Best endeavours and reasonable adjustments made in line with Bradford Matrix of Need and Quality First Teaching.
- Facilitate access to the curriculum and deliver individually planned programmes of work. Child might work in a small group for some lessons or on a 1:1 basis at other times, dependent upon need.
- Advice from other agencies if needed.
- Involvement of parents / carers and a personal learning plan is written.

SEN Support – Bespoke intervention – time bound and quantifiable

- Assess, Plan, Do, Review cycle
- Involvement of parents and carers and children to form a co-production taking a child centred approach
- Small groups withdrawn to have intervention which may be around spelling/reading/numeracy/phonics.
- This can include individual / small group, specific targeted interventions which require some modification of the curriculum. For example, speech and language support, hearing /visual impairment input and physiotherapy input. Other agencies could include Educational Psychologist, CAMHS, Community Paediatrician etc.
- Up to 19 hours a week per week additional adult support (1:1 or small groups)

EHCP Level 1 – Additional support in line with EHCP (mainstream)

- Access to appropriate specialist support and includes a significantly modified curriculum and will usually require a high level of additional adult support, which could be up to 25 hours per week as a combination of 1:1, 1:2 or small group work.

EHCP Level 2 - Additional support in line with EHCP (specialist provision)

- This usually, but not always, requires an alternative specialist educational provision or specifies 25 hours of 1:1 support in a mainstream classroom and significant adaptations to the curriculum. Due to the pressure on more specialist places in Bradford, many of the children in our mainstream setting have these higher level EHCPs.

Children may move within these stages whilst at school and all our children with SEND are closely monitored.

All children who have additional needs are recorded on a class provision map. Personal Learning Plans (PLPs) are used to write targets for children who are at ‘Below Age-Related Expectations’, ‘school support’ or have an EHCP. A breakdown of how Holybrook can meet each different area of need (including approach to teaching, adaptation or curriculum and provision) at each range, can be found in our Local Offer on the school website.

[SEND Local Offer | Holybrook Primary School \(holybrookacademy.co.uk\)](https://www.holybrookacademy.co.uk)

Example Personal Learning Plan (PLP)

XXXXX



Personal Learning Plan

Pen Portrait of XXXXX	XXXXX's Strengths	XXXXX's Difficulties	Area/s of need	SEN Level (BARE/SS/EHCP)
XXXXX likes to please. He seeks adult confirmation of what he is doing especially when he is trying hard in class. XXXXX works well as part of a small group with adult support. He finds it more difficult to work independently. XXXXX finds unstructured times particularly difficult.	When working 1:1 or in a small, focussed group XXXXX can concentrate and get on with tasks. XXXXX's speech is developing, and he is always willing to do his best and have a go. XXXXX is becoming more confident in maths, and he can work on some tasks more independently just checking in with an adult.	XXXXX's attention is <u>restricted</u> and he needs verbal instruction. Repetition is always required to retain information as he can forget things very easily. He needs time to work at a slower pace. When not having support XXXXX can struggle to concentrate and to independently get on with work.	Learning and cognition	SS
			Social Emotional and Mental Health	BARE
			Speech, Communication and Language Need	SS
			Physical Difficulty	
			Specific Learning Difficulty	
			Visual Difficulty	
			Hearing Difficulty	
History of outside agency involvement	XXXXX's Needs identified by outside agencies			
Speech and language referral Behaviour support carrying out observations EP Observation	Learning and Cognition	Social, Emotional and Mental Health	Speech, Language and Communication	Sensory or Physical
	Develop his understanding of maths vocabulary Write CVC words and short sentences Develop independence as a learner	October 2023 Continue with differentiated work to build self-esteem. Positive re-enforcement and small group work on regulation and self-esteem strategies. Emotional check-ins. Blank level 4 questions involving reasoning. Use of breathing exercises for calming.	Continue to develop his understanding of sounds to help with literacy development Produce clear CVC words Initiate longer conversations with less familiar adults and peers Develop his social skills by turn taking and working with less familiar children.	Daily precision teaching Simplification of language Time for processing Use of visuals to support learning

Targets Autumn				
Analysis of learning / behaviour needs Targets for this half term	Provision (see range descriptors for indication of levels of provision to be made)	Who will provide this support? How often?	Expected impact	Evaluation A: Target achieved B: Some progress N: No progress R: Refer to outside agencies
Phonics support to help Xxxxx to master phase 3 sounds and progress to phase 4 and 5.	Focussed phonics group to support Xxxxx's sounding out, blending and segmenting. Lexia 1:1 reading Guided reading support group. Precision teaching (50 mins)	Daily - TA (20 mins daily, group of 6) Daily Weekly intervention - 40 minutes per week Guided reading support group Precision teaching (50 mins)	To improve the ability to write simple sentences independently.	A
Xxxxx to independently write legible, simple sentences using phonics knowledge. Xxxxx to make progress on using finger spaces between words.	Small group support in English lessons. Lexia Daily phonics (20 mins) 1:4 Precision teaching (50 mins)	Daily - TA (20 mins daily, group of 6) Daily 30 mins - Teacher or TA Daily phonics (20 mins) 1:4 Weekly intervention - 40 minutes per week Precision teaching (50 mins)	Xxxxx to continue to independently write simple sentences including words with two syllables.	B
Secure counting in multiples of 3 Complete random number sentences on 2's and 5's times table (not in order)	Small targeted group support in all maths lessons. Use of practical resources	Daily 30 mins - Teacher or TA	To improve counting skills and understanding of times tables	B
To blend CVC, CVVC, CCVC words more accurately.	Weekly 20 mins 1:1 Daily phonics (20 mins) 1:4	Weekly 20 mins 1:1 Daily phonics (20 mins) 1:4	Xxxxx to read simple sentences independently	B

Example of a provision map

Year *** Provision Map 2023-24



Please note down any provisions from which are made for pupils in your class. Note down how often and how much intervention they get per week.

Codes: EHCP = Education and Health Care Plan, SEND = Special educational needs, EH = Early Help, CIN = Child in Need, CP = Child Protection, LAC = Looked after child, PP = Pupil premium, HI = home issues but not social care, MoA=More Able, HA=Higher Attaining, EA=Exceptionally Able

Colour Key

- Autumn term
- Spring term
- Summer term

Child's name	Category	Literacy & Dyslexia	Numeracy	Speech, language, communication and interaction	Social, emotional, mental health & Autism	Physical / Health (medical, hearing, sight inc)	Anything else?
*****	SEND pp	Little Wandle phonics catch-up 3 x 20 minutes a week Adults support in writing lessons 1:3 or 4 (4 times a week in English lessons 3 x 40 minutes) Sound mats in lessons where there are writing expectations. (alternative to this as Ashley finds these difficult to use) 1:1 daily priority reader Guided reading priority group.	Precision teaching for times tables (3 x 15 mins a week) Adult support in maths lessons (x 2 a week - only as required) Precision teaching for times tables (3 x 15 mins a week) Adult support in maths lessons (x 2 a week - only as required) Precision teaching for times tables (3 x 15 mins a week)	Wellcome Screening but no further action required	Adult check-in after breaks and lunches - zones (as required) 1:1 sessions with Mrs Horsman to discuss home issues (as required) Daily 5 minute zones time Zones prompting (as required) Adult check-in after breaks and lunches - zones (as required) 1:1 sessions with Mrs Horsman to discuss home issues (as required)		Adult support in other lessons where writing is required - 1:4 small group support Adult support in other lessons where writing is required - 1:4 small group support Adult support in other lessons where writing is required - 1:4 small group support

Identification of SEND

To identify pupils with SEND, Holybrook Primary will:

- Look at current assessment of the pupil or attainment on entry
- Look at any information provided by previous setting, parents or involved agency
- Use regular teacher assessment to monitor progress
- Look at the progress in comparison the peers
- Speak to parents and the pupil about their views
- Seek advice from external agencies where appropriate

We will monitor curriculum interventions carefully to ensure that:

- the child's progress is similar to that of their peers starting from the same baseline
- progress matches or better than the child's previous rate of progress
- the attainment gap between the child and their peers is closing
- we prevent the attainment gap growing wider
- The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point and if necessary, re-assess a pupil's learning need where pupils continue to make inadequate progress, despite high-quality teaching and a personalised curriculum targeted at their areas of weakness.

Evaluating Provision

Every term, PLPs are evaluated and re-written, and provision maps termly. At this point, the SENDCo look at the curriculum provision evaluations and the effect this curriculum provision has had on progress. Curriculum impact meetings happen every term. These also look at interventions put in place for individual children and how this has impacted upon progress. Annual reviews are held for children with an EHCP and curriculum provision and targets are reviewed and rewritten. Curriculum provision is also monitored by the SENDCo through lesson observations, planning and book scrutinies, learning walks and reviewing assessment data.

Assessment

All children are assessed through the use of formative assessment on a daily basis at Holybrook. Formal assessments of learning take place termly and PLPs are assessed and reviewed termly. Assessment is a continuing process and we use a graduated approach assessment cycle of: Assess - Plan – Do – Review. Teachers are equipped with a range of different assessment tools to suit the need of the child and they differentiate this appropriately. To assess the type of need of the pupil and the range, teachers and the SENDCo use the Matrix of Need published on Bradford Schools Online. On a termly basis, the SENDCo reviews the data of all SEND children. This information is then used to monitor progress and curriculum provision and helps the SENDCo and teachers to put new curriculum provision in place via Curriculum Impact Meetings and SEND meetings with teachers which occur at least termly.



Consulting parents

Parents of children with additional needs parents' evenings which are held termly. At these points, parents have the opportunity to review the children's PLP alongside the child and class teacher, help to set new targets and discuss curriculum provision. During these meetings, parents identify ways in which they can help their children work towards their targets at home. If parents need to contact the school at any other time, they are free to make an appointment with the SENDCo or class teacher to speak about their child (contact details at the end of document). The SENDCo may also contact the parent at other times during the year to speak about their child's need, for example, if an external agency is coming into school they may wish to discuss this with parents or hold a parental meeting with the external agency.

We keep parents informed about developments in school's provision for children with additional or special needs. We publish a termly Inclusion Newsletter highlighting news, events and celebrating success stories in the school.

Involving pupils in their education

All children in school are aware of their individual targets and have the opportunity to discuss these with their class teacher, particularly at parents' evenings. Children with SEND have input when writing the PLP and their 'pupil voice' is gathered when writing these plans and is recorded on the document (see below). This gives them the opportunity to explain how they feel about their education and make suggestions for what they would like to do in the future or would like to get better at.

Pupil Voice		
<p>I am: I am <u>Xxxxxxxx</u></p>	<p>About me: I love dinosaurs. I am 9 years old.</p>	<p>What am I good at? Remembering facts. I am good at maths.</p> 
<p>What do I need to get better at? My behaviour and my handwriting.</p> 		<p>What can my teachers help me with? My work. Do my visual timetable. Give me a quiet place to work.</p>
<p>Which resources can help me to improve? My handwriting practise. My first and next board. Spelling lists. Visual timetable</p>	<p>What will I try to do for myself? Remember to wash my hands. Finish my work. Remember my targets.</p>	

Children with an EHCP are involved in their annual review meetings where they are asked their opinions about how they are getting on at school and they are asked if they want to share any information or wishes.

Engaging pupils in activities with their peers

All break time and lunchtime activities are open to children with SEND and reasonable adjustments will always be made to help them to participate. Our extra-curricular activities are open to all children, and teachers seek to involve children with SEND in these clubs.

Children with SEND are encouraged to work alongside their peers to develop their speaking and listening skills and social skills. This is done as part of normal practice within the classroom or during intervention groups.

Supporting social and emotional development and wellbeing

The school takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils to achieve their best. Sometimes, a child needs to have behaviour targets included their PLP. We work closely and co-operatively with parents to address any issues.

We have a pastoral team made up of a learning mentor and a behaviour support worker who mentor children with any issues they may have regarding behaviour, social or emotional factors. This is done either on a one-to-one basis or in a small group. Pastoral groups are delivered on a range of themes to support children with SEMH difficulties including friendship skills, managing anger, recognising emotions and developing social skills. The groups are assessed and reviewed each term by teachers, the SENDCo, behaviour support worker and learning mentor.

All pupils, including ones with SEND, have access to our 'Chatterbox' system where children can refer themselves to a member of our pastoral team if they are feeling sad, anxious or need to talk about something. Our pastoral team have ample time built into their week to allow flexibility so that each pupil can be heard and their wellbeing can be supported.

SEND pupil interviews and questionnaires happen each year at Holybrook to ensure that these children have the chance to express their views about their education and the school. We have a school council and children have the opportunity to make suggestions to their class members to take to school council meetings.

Holybrook uses the Zones of Regulation tool across the school. We recognise that many pupils might be experiencing emotional or mental health difficulties following the recent pandemic or for other reasons. Children are now learning the skills of self-regulation and are developing their toolkits of support to use when they are feeling sad, angry or anxious.

Supporting children through transition

Holybrook has robust procedures for ensuring a smooth transition for pupils either starting at our school or moving on to another educational setting.

For children moving on, including those in Year 6, the SENDCo arranges transition meetings with the receiving school to ensure that all relevant information is shared and to promote the continuity of curriculum provision. Where a child has complex needs and is potentially changing settings including more specialist provisions, we can accompany the child and parents on visits to possible schools to consider provision and preferences.

At EHCP reviews in Years 5 and 6, transition to secondary school is discussed and preferences are written into the review, and where possible and appropriate, secondary school staff are invited to attend.

Equally, if a child with SEND is transitioning to Holybrook from a different setting, the SENDCo will liaise closely with the setting, ensuring the smooth transfer of information so that the correct curriculum provision is in place for the child when they start with us. Such transition arrangements could include the SENDCo and other Holybrook staff visiting the child in their current setting and meeting with staff and parents to gather information.

Some of our pupils with Social, Emotional or Mental Health (SEMH) difficulties and who have EHCPs, might get the opportunity to transition to our Horizons Resourced Provision. When this is the case, transition is carefully planned so that we can ensure that the child feels secure as they change settings.

Pupils with medical needs

If a child has a medical need then a care plan may be provided by the school nursing service or medical professional. School will then use this, and information provided by parents, to create a medical risk assessment and an emergency procedures document. Copies will be shared with parents and will be held electronically on CPOMS as well as shared with relevant members of staff.

Named staff members have received training to support children with diabetes and epilepsy.

Named staff members have a First Aid Certificate

Pupils with disabilities

The school design allows access to the entirety of the building for all adults and children. This information can be found here:

[Holybrook Primary School - Policies \(holybrookacademy.co.uk\)](https://www.holybrookacademy.co.uk)

Horizons Resourced Provision

In the 2024-25 academic year, our Horizons centre has continued to go from strength to strength, and is now over capacity of 17 children who range in age from Year 3 to Year 6, all with EHCPs. Our aim is for pupils in the resourced provision to access their learning both in Horizons and in the mainstream classroom. However, this very much depends on whether children are ready for this. Carly Waerea is the centre leader and SENDCo and oversees all aspects of pupil transition to the centre. Families who want their child to access our resourced provision must do so through Bradford's SEN team and the consultation process which goes alongside having an EHCP.

Training

Training in SEND forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Other training for individual members of staff or groups of staff is provided according to identified individual need.

The SENDCo keeps up-to-date with local and national developments and attends meetings half-termly with the Exceed SENDCo network to discuss this. Bradford SENDCo Network meetings run by Bradford LA are also attended.

Class teachers need an in-depth knowledge to assist children in their class. If training for a particular need is identified or recommended, the class teacher will attend this to support their teaching and understanding of the needs of their children.

Teaching assistants need support in delivering appropriate curriculum interventions for individuals or groups in their class. If a new curriculum intervention is to be run, we will ensure that these teaching assistants are well trained and confident with the intervention before they start delivering it. Professional development is very important and it ensures that all adults are well equipped to manage and support the needs of the children they work with.

In 2024-25, staff have received training about supporting SEND children in the following areas:

- De-escalation techniques to support improved behaviour.
- Adaptive teaching and support for children with writing difficulties.
- The Scales of Justice and Pupil Passport intervention for pupils working with mentors.
- Mastering Maths in the Early Years
- Trauma and attachment training, linked to children who are adopted

The SENDCo also act as link to a wide range of other specialist agencies, such as Speech and Language Therapy, Bradford's SEND Support Services, CAMHS, Educational Psychology, School Health, Hospital Paediatrics, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services, and parent advice groups such as ones available through Early Help.

Accessing other agencies and provision

Services can become involved by school referral, referral by other agencies, or directly by parental request. In all cases (except some where there may be issues of child protection) referrals require parental permission. The support given may be assessment, advice, or direct input. We ensure that provision is given to all children who require it. Equipment and provision is ordered according to identified need to ensure best access to the curriculum. Most of this is purchased through school funding. At times we may borrow specialist equipment from support services involved.

Admissions

All admissions are in accordance with the school's Admission Policy which follows Bradford LEA's Admission processes. If a child has an Education, Health and Care Plan, the local authority consults with schools and parents before agreeing a placement. If a child has significant needs but no EHCP, the standard admissions process applies. Successful integration into a new school often depends on thorough planning. We welcome early contact from parents so that we can discuss needs, and anticipate and plan to overcome any potential barriers before the child arrives in school.

How do parents voice concerns?

Most concerns are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the SENDCo and the Head of School. Beyond this, a complaint may be taken to the Governing Body using the complaints procedure.

School's local offer

This is a detailed document which lists the support provided for each area of need at each level of SEND.

It can be found on the school's website using this link:

[Holybrook Primary School - SEND and Inclusion \(holybrookacademy.co.uk\)](https://www.holybrookacademy.co.uk/SEND-and-Inclusion)

Information about Bradford Council's SEND offer can be found here: <https://localoffer.bradford.gov.uk/>

On this page are some useful 'One Minute Guides' for parents to learn about how the SEND processes work in Bradford.

Accessibility Plan

The school's accessibility plan can be found on the school website.

[Holybrook Primary School - Policies \(holybrookacademy.co.uk\)](https://www.holybrookacademy.co.uk/Policies)

Contact details

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