



SEND Report to Governors

Holybrook Primary School

2025 - 2026

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

- How we welcome children with special educational needs and/or disabilities into our school;
- How we identify and assess children with SEND, including how we respond to concerns raised by parents/carers;
- How we support pupils in all aspects of school life, remove barriers to achievement, and promote inclusion;
- How we adapt the curriculum and make reasonable adjustments to ensure all pupils can access learning;
- How we work in close partnership with parents/carers and children;
- The expertise and training of our staff, and how we access support from external specialists where required;
- How we monitor pupil progress and evaluate the effectiveness of provision;
- How we support children with SEND at key transition points;
- How parents/carers can raise concerns or access further support, including the Local Authority's Local Offer;
- How we make effective provision for all 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	EHNA agreed but plan not finalised	EHCA in progress
Nursery	38	5	1	2	
Reception	29	8	1		
Reception Horizons	1	1	2		
Year 1	26	9	3		
Year 1 Horizons	1	1	1		
Year 2	29	5			1
Year 2 Horizons	4	4	4		
Year 3	27	6	2		1
Year 3 Horizons	2	2	2		
Year 4	30	12	2		2
Year 4 Horizons	3	3	3		
Year 5	30	10	1		
Year 5 Horizons	7	7	7		
Year 6	32	9	0		
Year 6 Horizons	4	4	4		
Total	263	86	33	1	4

Total SEND		Category of Need	
Total SEN (EHCP and SEN Support)	83	Moderate/severe learning (MLD)	22 (26%)
SEN Support	55	Social, Emotional, Mental Health difficulties (SEMH)	51 (61%)
EHCP	27 (soon to be 28)	Speech, language or communication need (SLCN)	37 (44%)
EHCP breakdown	20 in RP (1 other named) 7 mainstream	Physical difficulty (PD)	5 (6%)
EHCPs	2	Visual Impairment (VI)	1 (1%)
Total on roll	260 (inc Nursery)	Hearing impairment (HI)	1 (1%)
SEN as a % of school population	83 / 263 = 32%	Specific difficulty (SpLD)	0
% of SEN pupils who are also pupil premium/FSM	75 58 / 141 = 42% pupils in school are PP	Autistic spectrum disorder (ASD)	18 (21%)
		On the Autism/ADHD Pathway	14 (16%)
		ADHD	4 (4%)

Budget and finance

The school receives its core funding from the Education Funding Agency. This includes a 'notional' SEND budget, which is calculated using a national funding formula based on the proportion of pupils identified with additional needs.

For the Horizons Resourced Provision (RP), the notional SEND funding allocation for 2025–2026 was £265,827. This funding is used to deliver specialist provision and targeted support for pupils with SEND within the RP.

In line with national funding arrangements, schools are required to meet the first £10,000 of provision for any pupil with SEND from their delegated budget before requesting additional funding. This threshold is typically comprised of £4,000 from the core school budget and £6,000 from the notional SEND budget, which equates to a substantial level of targeted support (approximately 19+ hours of 1:1 provision per week where required).

The strategic allocation of SEND funding is overseen by the Headteacher and SENDCo, in consultation with the governing body, to ensure that resources are deployed effectively, equitably, and in line with pupils' identified needs and statutory responsibilities.

Where a pupil's needs cannot be met through ordinarily available provision (SEN Support), the school may request additional funding through an Education, Health and Care Plan (EHCP). Bradford SEND Services determine the level of funding awarded, based on a robust evidence base that includes contributions from the school, parents/carers, the child or young person, and relevant professionals.

Pupils with EHCPs typically require provision that exceeds the £10,000 threshold. This may include enhanced staffing ratios, specialist interventions, or adapted resources. In such cases, the school receives additional 'High Needs Block' funding, which is allocated in accordance with the level and complexity of need and the provision specified within the EHCP.

As of June 2026, the school receives £92,917 in High Needs funding for pupils with EHCPs in the mainstream setting, and £265,827 for pupils accessing the Horizons Resourced Provision.

Funding for the Resourced Provision is expected to increase in line with the planned expansion to 24 places. The school has also submitted additional EHCP applications within the mainstream setting where pupils' needs have been identified as requiring provision beyond ordinarily available resources.

Approach to teaching and adaptation of curriculum and environment

Class teachers are responsible for planning high-quality, inclusive lessons that meet the needs of all pupils in their class. Teaching is adapted to ensure that all children can access the curriculum and achieve success.

This may include simplifying or scaffolding tasks, providing alternative methods of recording, adapting resources, using additional equipment, organising pupils into carefully considered groups, and deploying support staff effectively to enhance learning.

Where appropriate, pupils may also access targeted interventions or personalised programmes. These may be delivered in a small group, in pairs, or on an individual basis, depending on the level of need and the intended outcomes.

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

[Bradford SEN Matrix - Version 2.3 - January 2026.docx](#)

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

- Adaptive teaching to meet the needs of all learners, including adjustments to tasks, outcomes, timing, scaffolding and resources

- Explicit teaching, including modelling, worked examples and clear, step-by-step instruction
- Skilled use of questioning, alongside adaptation of the level, pace and amount of teacher talk
- Ongoing assessment for learning, with responsive teaching to check understanding and adapt provision in the moment
- Structured classroom routines and environments that support attention, engagement and independence
- Targeted support for language development, including pre-teaching vocabulary and structured opportunities for talk.
- Careful grouping of pupils and effective deployment of support staff to maximise learning.
- Planned scaffolding that is gradually reduced to promote independence.
- Opportunities for retrieval practice and overlearning to support retention and long-term progress.

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

- Best endeavours and reasonable adjustments are implemented in line with the Bradford Matrix of Need, building upon high-quality inclusive teaching.
- Provision follows the graduated approach (assess–plan–do–review), ensuring that support is systematically planned, delivered and regularly reviewed.
- Targeted, evidence-informed interventions and personalised programmes are delivered to address identified areas of need. These may be provided in small groups, in pairs or on an individual basis, depending on need.
- Provision is designed to facilitate access to the curriculum and is tailored to the individual, with clear, measurable outcomes identified. Progress is regularly monitored to evaluate effectiveness and inform next steps.
- Advice and support from external agencies (e.g. Educational Psychology, Speech and Language Therapy) are sought, implemented and reviewed where appropriate.
- Parents/carers and pupils are actively involved in the planning and review process, with personalised plans (e.g. Personal Learning Plans) in place and reviewed regularly.

SEN Support – Bespoke intervention – time bound and quantifiable

- Provision is delivered through the graduated approach (assess–plan–do–review), ensuring that support is carefully planned, implemented and regularly reviewed to meet individual need.
- Parents/carers and pupils are actively involved in a co-produced, child-centred approach to planning, delivering and reviewing provision.
- Targeted, evidence-informed interventions are delivered to address specific areas of need (e.g. reading, phonics, spelling and numeracy). These are typically time-limited, with clear entry and exit criteria
- Provision may be delivered in small groups, pairs or on an individual basis, depending on need, and may involve withdrawal from the classroom for specific intervention sessions.
- Interventions and strategies may require adaptation of the curriculum to ensure accessibility and progress, while maintaining access to a broad and balanced curriculum wherever possible.
- Specialist advice and support from external agencies (e.g. Speech and Language Therapy, Educational Psychology, CAMHS, Community Paediatrics, sensory and physical support services) are sought where appropriate and embedded into practice.
- Provision is linked to clear, measurable outcomes, with progress monitored regularly to evaluate effectiveness and inform next steps.
- Additional adult support of up to 19 hours per week (individual or small group) may be allocated where required to implement targeted provision and support progress.

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

- Provision is delivered in accordance with the child's Education, Health and Care Plan (EHCP), ensuring that all specified outcomes and provision are implemented in full.

- A significantly adapted and, where required, modified curriculum is provided to meet individual needs, while maintaining access to a broad and balanced curriculum wherever possible.
- High levels of targeted support are in place, which may include additional adult support of up to approximately 25 hours per week. This support may be delivered through a combination of 1:1, paired or small group work, depending on need and intended outcomes.
- Specialist support and advice from external professionals (e.g. Educational Psychology, Speech and Language Therapy, CAMHS, sensory and physical support services) are embedded into daily practice.
- Provision is carefully planned, delivered and reviewed in line with the graduated approach, with clear, measurable outcomes and regular monitoring of progress to ensure effectiveness.
- Pupils, parents/carers and professionals work in partnership to review provision regularly (e.g. through EHCP reviews), ensuring that support remains appropriate and responsive to need.
- Strategies focus not only on access and support, but also on developing independence and preparing pupils for the next stage of education.

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

- This level of need would typically warrant placement in a specialist setting; however, where this is not available, provision is delivered within the mainstream setting in line with the EHCP. This may include up to 25 hours of 1:1 support and significant curriculum adaptation to meet the pupil's needs.
- Due to the limited availability of specialist placements within Bradford, an increasing number of pupils with higher-level EHCPs are supported within mainstream provision, with enhanced staffing, specialist input and adapted provision to ensure needs are met effectively.

Children may move between these stages during their time at school, and all pupils with SEND are closely monitored to ensure that provision remains appropriate and responsive to their needs.

All pupils are recorded on a class provision map, which outlines the support and strategies in place. Personal Learning Plans (PLPs) are used to set and review targets for pupils working below age-related expectations, those receiving SEN Support, or those with an EHCP. These plans are regularly reviewed as part of the graduated approach to ensure that provision is effective and adapted as needed.

Further detail on how Holybrook meets a range of needs, including approaches to teaching, curriculum adaptation and provision at each level, can be found within our Local Offer, available on the school website.

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

Example Personal Learning Plan (PLP)

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 Social Emotional and Mental Health Speech, Communication and Language Need Physical Difficulty Specific Learning Difficulty Visual Difficulty Hearing Difficulty	SS BARE SS
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, <u>blending</u> and segmenting. Lexia 1:1 reading Guided reading support group. Precision teaching (50 mins)	Daily - TA (20 mins daily, group of 6) Daily Weekly <u>intervention</u> - 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 <u>intervention</u> - 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, CCVC, 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

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)	Welcomu Screening but no further action required	Adult check-in after breaks and lunches – zones (as required) 1:1 <u>sessions</u> with Mrs Horsman to discuss home issues (as required) Daily <u>5 minute</u> zones time Zones prompting (as required) Adult check-in after breaks and lunches – zones (as required) 1:1 <u>sessions</u> 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

Uses a range of assessment information, including attainment on entry and ongoing teacher assessment.

- Considers information from previous settings, parents/carers and any involved professionals.
- Regularly monitors pupil progress in comparison to peers and expected age-related outcomes.
- Gathers the views of parents/carers and pupils as part of a child-centred approach.
- Seeks advice from external agencies where appropriate to further understand pupils' needs.

Curriculum provision and interventions are monitored carefully to ensure that:

- Pupils make progress in line with, or better than, peers from similar starting points.
- Progress is in line with or improves upon the pupil's previous rate of progress.
- Any attainment gap between the pupil and their peers is narrowing over time.
- Action is taken to prevent any widening of the attainment gap.

Where pupils are falling behind or making less than expected progress, the school will provide additional support through targeted interventions and a personalised approach. Where progress remains limited despite high-quality teaching and appropriate support, the school will reassess the pupil's needs and adapt provision accordingly, following the graduated approach.

Evaluating Provision

Personal Learning Plans (PLPs) are reviewed and updated termly, alongside class provision maps, to ensure that support remains appropriate and responsive to pupils' needs.

'Team Around the Teacher' meetings take place each term to review the effectiveness of interventions and provision for individual pupils. These meetings focus on the impact of support on pupil progress and inform next steps within the graduated approach.

Annual Reviews are held for pupils with an Education, Health and Care Plan (EHCP), in line with statutory requirements. These reviews consider progress towards outcomes, and both provision and targets are updated accordingly.

The quality and effectiveness of curriculum provision for pupils with SEND is regularly monitored by the SENDCo through lesson observations, scrutiny of planning and pupils' work, learning walks, and analysis of assessment data.

Assessment

Assessment at Holybrook is an ongoing and integral part of the teaching and learning process. Pupils are assessed daily through formative assessment, alongside termly formal assessments to track progress over time. Personal Learning Plans (PLPs) are reviewed and updated termly as part of this cycle.

The school follows the graduated approach (assess-plan-do-review) to ensure that provision is responsive to pupils' needs and is adapted based on ongoing assessment and progress. Teachers use a range of assessment strategies and tools to meet the needs of individual pupils and inform next steps in learning.

To identify the type and level of need, teachers and the SENDCo use the Bradford Matrix of Need. This ensures that provision is appropriately matched to each pupil's needs.

The SENDCo reviews the progress and outcomes of all pupils with SEND termly. This information is used to evaluate the effectiveness of provision, identify next steps, and refine curriculum support. Regular Curriculum Impact Meetings and SEND review meetings with teachers ensure that provision is adapted where necessary to improve outcomes for pupils.

Consulting parents

We maintain regular communication with parents/carers of children with additional needs through scheduled parent evenings across the year. During these meetings, parents, pupils and class teachers review progress, discuss Personal Learning Plans (PLPs), agree new targets and consider the effectiveness of curriculum provision.

In addition, parents/carers are able to request a meeting with the class teacher and/or SENDCo at any time to discuss their child's needs, progress or any concerns. Staff are visible, approachable and available to ensure that communication is open, timely and responsive.

Where appropriate, the SENDCo may also contact parents/carers throughout the year to discuss their child's needs, including when involving external agencies or arranging meetings with professionals to support joint planning.

Involving pupils in their education

All pupils are aware of their individual targets and have regular opportunities to discuss these with their class teacher, including during structured review points.

Pupils with SEND are actively involved in the development of their Personal Learning Plans (PLPs). Their views are gathered as part of a child-centred approach and recorded within the plan ('pupil voice').

This ensures that pupils can share how they feel about their learning, identify what is working well, and contribute to setting meaningful targets, including areas they would like to improve and aspirations for the future.

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

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 breaktime and lunchtime activities are accessible to pupils with SEND, with reasonable adjustments made where necessary to enable full participation.

Extra-curricular activities are open to all pupils, and staff actively support and encourage children with SEND to take part, ensuring that appropriate adaptations are in place where required.

Pupils with SEND are supported to work alongside their peers to develop communication, speaking and listening, and social skills. This is embedded within everyday classroom practice and, where appropriate, through targeted interventions.

Supporting social and emotional development and wellbeing

Holybrook Primary prides itself on a welcoming, inclusive and positive ethos. Clear and well-established behaviour policies support all pupils, including those with SEND, to achieve their best. Where appropriate, behaviour targets may be included within a pupil's Personal Learning Plan (PLP), and we work in close partnership with parents/carers to address any concerns.

Our pastoral team, which includes a Learning Mentor and Behaviour Support Worker, provides targeted support for pupils experiencing social, emotional or behavioural difficulties. This provision may be delivered on a one-to-one basis or in small groups. Structured pastoral interventions support a range of needs, including developing friendship skills, managing emotions, recognising feelings and building social communication. These interventions are regularly assessed and reviewed by class teachers, the SENDCo and pastoral staff to ensure they are having a positive impact.

All pupils, including those with SEND, have access to our 'Chatterbox' system, which allows them to self-refer to a member of the pastoral team if they are feeling worried, anxious or need someone to talk to. Our pastoral staff have dedicated time within their timetable to respond flexibly and ensure that every pupil's wellbeing is supported.

Pupil voice is an important part of our inclusive approach. SEND pupil interviews and questionnaires are carried out annually to gather views about their experiences in school. In addition, all pupils have the opportunity to contribute to the school council, sharing ideas and suggestions through their class representatives.

Holybrook uses the Zones of Regulation approach across the school to support pupils in understanding and managing their emotions. We recognise that some pupils may experience social, emotional or mental health challenges, and we proactively teach strategies to support self-regulation, resilience and wellbeing.

We are proud to have achieved the Inclusion Quality Mark and to be recognised as a Centre of Excellence for inclusion. This reflects our strong commitment to ensuring that all pupils feel valued, supported and able to succeed within an inclusive school community.

Supporting children through transition

Holybrook has robust procedures in place to ensure smooth and effective transitions for pupils both joining the school and moving on to new educational settings.

For pupils moving on, including those in Year 6, the SENDCo liaises closely with receiving schools to ensure that all relevant information is shared and that there is continuity of provision. Where pupils have more complex needs, including those who may be moving to specialist provision, the school supports transition visits and may accompany pupils and parents/carers to explore appropriate settings and inform parental preference.

Transition planning is a key focus of EHCP reviews in Years 5 and 6. During these reviews, secondary school options are discussed, preferences are recorded, and, where appropriate, representatives from the receiving school are invited to attend.

For pupils joining Holybrook from another setting, the SENDCo works in close partnership with previous providers to ensure a smooth transfer of information. Transition arrangements may include visits to the child's current setting, meetings with staff and parents/carers, and additional visits for the child to support a successful and confident start.

For some pupils with Social, Emotional and Mental Health (SEMH) needs and an EHCP, there may be an opportunity to transition into the Horizons Resourced Provision. In these cases, transition is carefully planned and personalised to ensure that the pupil feels secure, supported and ready for the change in provision.

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/policies)

Horizons Resourced Provision

In the 2025–2026 academic year, our Horizons Resourced Provision has continued to go from strength to strength and has expanded to 24 places. We support pupils whose primary need is Social, Emotional and Mental Health (SEMH).

Access to the Resourced Provision is agreed through Bradford SEND Services as part of the Education, Health and Care Plan (EHCP) process. Placements are considered through a formal consultation process to ensure that the provision is appropriate to meet the pupil's needs.

Training

Training in SEND forms an integral part of the school's continuing professional development programme for all staff. This includes whole-school training through staff meetings and inset days, as well as targeted training for individuals or groups based on identified needs.

The SENDCo maintains up-to-date knowledge of local and national developments and attends regular SENDCo network meetings, including those organised within the Exceed Academies Trust and by Bradford Local Authority. The SENDCo also acts as an Exceed Expert Colleague for SEND, supporting other schools across the Trust to develop inclusive practice.

Class teachers are responsible for understanding and meeting the needs of pupils in their class. Where a specific need is identified, appropriate training is provided to ensure staff have the knowledge and skills required to adapt teaching effectively.

Teaching assistants receive targeted training to deliver interventions and support pupils' learning effectively. Where new interventions are introduced, staff are trained and supported to ensure they can deliver these with confidence and fidelity.

The school places a strong emphasis on professional development to ensure that all staff are well equipped to meet the needs of pupils with SEND and to deliver high-quality, inclusive provision.

During the 2025–2026 academic year, staff have received training in the following areas:

- De-escalation techniques to support behaviour and emotional regulation.
- Adaptive teaching strategies, including support for pupils with writing difficulties.
- The Scales of Justice and Pupil Passport approaches to support mentoring.
- Mastering Maths in the Early Years.
- Trauma and attachment, including supporting adopted children.

The SENDCo also acts as a link to a wide range of specialist agencies, including Speech and Language Therapy, Bradford SEND Support Services, CAMHS, Educational Psychology, School Health, Hospital Paediatrics, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services, and parent support services accessed through Early Help.

Accessing other agencies and provision

Services may become involved through a referral made by the school, other professionals, or directly by parents/carers. In most cases, parental consent is required before any referral is made, except where safeguarding concerns necessitate otherwise.

The support provided by external agencies may include assessment, advice, or direct intervention, depending on the needs of the child. The school works collaboratively with these services to ensure that recommendations are implemented effectively.

Provision and resources are allocated based on identified need to ensure that all pupils can access the curriculum. The majority of equipment and provision is funded by the school; however, in some cases, specialist equipment may be accessed or loaned through external support services.

Admissions

All admissions are made in accordance with the school's Admissions Policy, which follows Bradford Local Authority procedures.

For pupils with an Education, Health and Care Plan (EHCP), the local authority consults with both the school and parents/carers before a placement is agreed, ensuring that the setting is appropriate to meet the child's needs.

Where a pupil has significant needs but does not have an EHCP, the standard admissions process applies.

We recognise that successful integration into a new school is supported by careful planning. We welcome early contact from parents/carers so that we can discuss individual needs and proactively plan to remove any potential barriers to learning and inclusion prior to the child starting with us.

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 Headteacher. 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

Carly Waerea – Deputy Headteacher and SENDCo

Chris Lloyd – Headteacher

Tel: 01274 611327

Email: office@holybrookacademy.co.uk

