



THE
HORIZONS
CENTRE
AT HOLYBROOK
PRIMARY SCHOOL



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SEND AND INCLUSION POLICY

Policy owner	SENDCo and Inclusion Team
Headteacher	Chris Lloyd
SENDCo	Carly Waerea
SEND link governor	Shona Crichton
Date issued	September 2026
Review date	October 2027, or earlier if legislation or guidance changes
Ratification	To be completed following approval

Policy status: School policy aligned with Exceed Academies Trust governance, safeguarding and inclusion arrangements.

This policy should be read alongside the SEND Information Report, Accessibility Plan, Equality Information and Objectives, Admissions Policy, Behaviour Policy, Child Protection and Safeguarding Policy, Supporting Pupils with Medical Conditions Policy, Attendance Policy, Complaints Policy and Care and Control Policy.

1. Policy statement and aims

Holybrook Primary School is committed to an ambitious, inclusive education for every pupil, including pupils in the Horizons Resourced Provision. We identify barriers early, provide high-quality teaching and reasonable adjustments, and work in partnership with pupils, parents, carers and professionals.

- secure high expectations, participation and strong outcomes for pupils with SEND
- identify needs accurately and at the earliest appropriate point
- apply a graduated approach through assess, plan, do and review
- ensure pupils and families are meaningfully involved in decisions
- ensure provision is evidence-informed, recorded, reviewed and matched to need
- support successful transitions within school and between settings

2. Legal and statutory framework

The policy has regard to the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010, the School Admissions Code, statutory safeguarding guidance and relevant academy funding and governance requirements.

The SEND Code of Practice remains the central statutory guidance. Holybrook will keep this policy under review and update it when national or local requirements change.

3. Definitions

A pupil has special educational needs where they have a learning difficulty or disability that calls for special educational provision to be made for them. Special educational provision is provision additional to or different from that made generally for pupils of the same age.

A pupil may be disabled under the Equality Act 2010 without having SEN, and may have SEN without meeting the Equality Act definition of disability. The school will consider both SEND duties and the anticipatory duty to make reasonable adjustments.

The four broad areas of need are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These areas support planning but do not replace an individual assessment of the pupil and the barriers they experience.

4. Equality, inclusion and reasonable adjustments

All pupils are of equal value. Holybrook will not discriminate unlawfully and will take reasonable steps to prevent disabled pupils being placed at a substantial disadvantage. Adjustments may relate to teaching, communication, routines, assessment, behaviour expectations, attendance support, the physical environment, auxiliary aids or access to wider school life.

Pupils with SEND will be included in the curriculum, enrichment, trips, leadership opportunities and the wider life of the school wherever reasonably possible. Decisions will be individual, proportionate and centred on safety, dignity, access and educational benefit.

5. Roles and responsibilities

Trust and Local Advisory Board

- maintain strategic oversight of SEND and inclusion
- ensure the school fulfils its statutory duties and publishes required information
- assure appropriate leadership, staffing, training and use of resources
- monitor provision, participation, outcomes, complaints and equality information without identifying individual pupils
- appoint a link governor for SEND and hold leaders to account for impact

Headteacher

- has overall responsibility for the day-to-day management of SEND provision
- works with the SENDCo and governing body to determine strategy
- ensures staff understand and discharge their responsibilities
- ensures resources are deployed appropriately and impact is evaluated

SENDCo

- leads the strategic development and day-to-day operation of SEND provision
- coordinates the graduated approach and maintains the SEND register
- advises staff on identification, provision, reasonable adjustments and evidence of impact
- liaises with pupils, families, professionals, the local authority and receiving settings
- supports professional development and contributes to whole-school monitoring
- coordinates EHC needs assessment requests and annual reviews where appropriate

Class teachers

Every teacher is responsible and accountable for the progress and development of every pupil they teach, including where support staff or specialist staff are involved.

- provide high-quality, adaptive teaching as the first response
- identify emerging needs and consult the SENDCo and family
- plan, deliver and review support through assess, plan, do and review
- implement reasonable adjustments and agreed provision
- maintain clear records and evaluate progress towards agreed outcomes



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- direct and work effectively with teaching assistants while retaining responsibility for teaching

Teaching assistants and other staff

- work under the direction of the teacher and within agreed plans
- support independence, participation and access rather than creating unnecessary dependency
- record and communicate relevant observations and progress
- undertake appropriate training and follow safeguarding, confidentiality and information-sharing requirements

6. Identification and the graduated approach

Slow progress or low attainment does not automatically mean that a pupil has SEN. Equally, attainment in line with age-related expectations does not rule out SEN. The school will consider progress, access, communication, social and emotional development, sensory or physical needs, attendance, context and the views of the pupil and family.

Assess

The teacher and SENDCo will draw on assessment information, previous progress, pupil and parent views, observations, response to teaching and, where appropriate, specialist advice. Assessment will be revisited where progress is less than expected or needs change.

Plan

The pupil, parent or carer, teacher and SENDCo will agree intended outcomes, adjustments, support, responsibilities and a review date. The plan will be recorded through the school's agreed pupil planning and provision-mapping systems and shared with staff who need it.

Do

The class teacher remains responsible for implementation. Additional support and interventions will complement, not replace, high-quality classroom teaching. Staff will receive the information and support they need to implement provision consistently.

Review

Progress towards outcomes and the effectiveness of provision will be reviewed at agreed intervals, normally at least termly for pupils at SEN Support. The review will consider quantitative and qualitative evidence, pupil and parent views, attendance and participation. Support will be continued, adapted, intensified or reduced according to evidence and need.

Holybrook may use Bradford guidance, including the Matrix of Need and ordinarily available provision materials, as supporting tools. Local guidance does not replace the statutory definition of SEN, professional judgement or the duty to make provision according to individual need. Entry to SEN Support, referral to an external service or consideration of an EHC needs assessment will not depend on a fixed number of support hours.

7. SEN Support and Education, Health and Care plans

Where a pupil requires special educational provision, they will be recorded at SEN Support and provision will be planned through the graduated approach. The register is a working record and will be reviewed regularly with the pupil and family.

Where, despite relevant and purposeful action, a pupil has not made expected progress and may require provision through an EHC plan, the school will consider requesting an EHC needs assessment. A request will be based on

the pupil's needs, evidence of provision and impact, and the statutory test. Parents, carers and young people also have the right to request an assessment.

For a pupil with an EHC plan, Holybrook will use its best endeavours to secure the provision specified in Section F, contribute to outcomes across the plan and hold an annual review within the required timescale. Reviews will be person-centred and will seek the pupil's views in an accessible way.

8. Pupil and parent/carers participation

Holybrook will involve pupils and their parents or carers as early as possible. Information will be clear, accessible and proportionate. Pupils will be supported to express their views about strengths, barriers, outcomes and the support that helps them.

Parents and carers should initially raise concerns with the class teacher. The SENDCo and/or the Headteacher will become involved where concerns remain or require strategic oversight. Families will be signposted to Bradford SENDIASS and the Local Offer where appropriate.

9. External agencies and multi-agency working

The school will work with education, health, social care and other relevant services where additional advice is required. Referrals will be proportionate, follow the relevant consent and information-sharing basis, and make clear the question being asked. Advice received will be considered, recorded, implemented where appropriate and reviewed for impact.

Parental consent will normally be sought before a referral to a non-statutory external service. Information may be shared without consent where there is a lawful basis, including where necessary to safeguard a child.

10. Admissions and pupils with EHC plans

Admissions are managed in line with the Trust Admissions Policy and statutory requirements. Children with SEND but without an EHC plan are considered under the same published admission arrangements as other applicants and must not be disadvantaged because of SEND or disability.

Where a local authority consults Holybrook about being named in an EHC plan, the school will provide a timely, evidence-based response addressing the statutory considerations and the provision required. The final decision about naming the school rests with the local authority, subject to rights of appeal. If Holybrook is named in the final EHC plan, the school and Trust must admit the pupil.

Placement in Horizons Resourced Provision is linked to the provision specified in the pupil's EHC plan and local authority commissioning arrangements. Mainstream inclusion and access to specialist support will be planned around individual needs and outcomes, rather than a fixed percentage split that applies to every pupil.

11. Horizons Resourced Provision

Horizons provides specialist provision for pupils whose primary identified need and placement arrangements match the commissioned purpose of the provision. The Teachers, SENDCo and senior leadership work together to ensure specialist teaching, safe practice, home-school liaison and purposeful inclusion in the wider school.

For each pupil, the balance of specialist provision and mainstream access will be planned from the EHC plan, current assessment, outcomes, regulation, safety, readiness and the pupil's views. Arrangements will be reviewed and changed where evidence shows this is needed.

12. Training and professional development

Training will be informed by pupil needs, statutory responsibilities, school improvement priorities and evidence from monitoring. Induction and continuing professional development will cover identification, adaptive teaching, reasonable adjustments, communication, safeguarding, effective deployment of support staff and implementation of individual plans.

13. Information, records and confidentiality

SEND records will be accurate, relevant, secure and retained in line with data-protection and records-management requirements. Information will be shared on a need-to-know basis with those who require it to educate, support or safeguard the pupil, using an appropriate lawful basis. Confidentiality is important but is not absolute where safeguarding or another legal duty requires information to be shared.

When a pupil transfers, relevant SEND and safeguarding information will be transferred securely and promptly to the receiving setting so that support can continue without avoidable delay.

14. Transition

Transition planning will begin early and be proportionate to need. It may include additional visits, visual information, communication passports, meetings between staff, transfer of records, family involvement and liaison with receiving SENDCos or relevant professionals. For Year 6 pupils and pupils moving into or from Horizons, arrangements will be individualised and reviewed.

15. Resolving concerns and complaints

The school aims to resolve concerns early through respectful discussion. Concerns about SEND provision should normally be raised with the class teacher and SENDCo, then the Headteacher if unresolved. Formal complaints will be considered under the Exceed Academies Trust Complaints Policy. Complaints about an EHC needs assessment, the content of an EHC plan or the school named in a plan may fall within local authority disagreement-resolution, mediation or SEND Tribunal routes rather than the school complaints process.

16. Monitoring, evaluation and publication

Leaders and governors will evaluate the implementation and impact of this policy through pupil progress and outcomes, provision reviews, attendance and participation, pupil and family voice, work scrutiny, learning visits, case studies, external advice, complaints and safeguarding information. Monitoring will focus on whether adjustments and provision remove barriers and improve outcomes, not simply whether activity has taken place.

The school will publish and review its SEND Information Report and other required equality and accessibility information. This policy will be reviewed annually and sooner where legislation, statutory guidance, local commissioning arrangements or school practice changes materially.