



SEND Report to Governors

Holybrook Primary School

2022-23

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

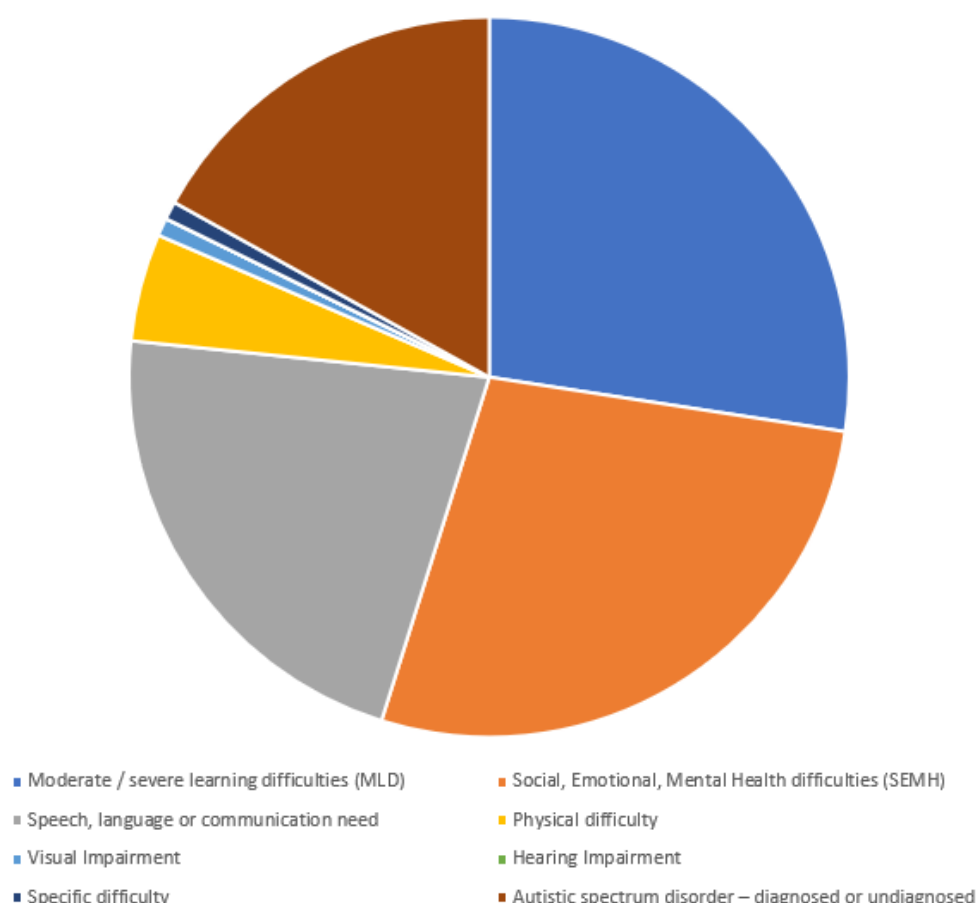
- How we welcome into our school children with special educational needs and/or disabilities;
- How we support them in all aspects of school life and remove barriers to achievement;
- How we work in closer partnership with parents/carers and children;
- How we make effective provision for all of our 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	Below Age Related Expectations	SEND Support	EHCNA agreed but plan not finalised	EHCP In place
Nursery	33	3	1	1	0	1
Reception	32	6	4	1	0	1
Year 1	31	10	7	0	0	3
Year 1 Horizons	0	0	0	0	0	0
Year 2	30	8	7	0	0	1
Year 2 Horizons	5	5	0	0	0	5
Year 3	33	7	6	1	0	0
Year 3 Horizons	3	3	0	0	0	3
Year 4	26	10	8	2	0	0
Year 4 Horizons	4	4	0	0	0	4
Year 5	30	10	7	2	0	1
Year 5 Horizons	2	2	0	0	0	2
Year 6	30	10	5	1	0	4
Year 6 Horizons	2	2	0	0	0	2
Total	261	80	45	8	0	27

SEND Type at Holybrook June 2023



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 in 2022-23 was £208,451. This funding was used to support SEND children with all levels of need. 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. In 2023-24, the notional budget is expected to be higher at £237,969. The notional budget can be used to pay for things like additional staffing in classrooms to run interventions and do individual work, resources, software and professional assessments, all of which support pupils with SEND.

The way the SEND budget is spent is decided upon by the Head of School 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 2023, our high needs block of funding is £76,065 for children with EHCPs in the mainstream school and £220,973 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 now full with 16 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 requires an alternative specialist educational provision.

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)

Xxxxxx



Personal Learning Plan 2022-23

Pen Portrait of XXXX		XXXX's Strengths		XXXX's Difficulties		Area/s of need		SEN Level (BARE/SS/EHCP)			
XXXX is a quiet and friendly girl who is well liked by her peers and staff. She is a very caring child who is very creative. She looks after her friends and is becoming increasingly confident with familiar adults.		XXXX is confident in small, familiar groups and happily contributes ideas to discussions. She shows care and empathy towards others. Her speech is becoming far clearer.		XXXX needs time to work at slower pace. Without support she struggles to understand and remain on task. She needs lots of scaffolding to help her understanding. She finds it hard to find the words to explain herself or to retain information she has been told.		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		XXXX's Needs identified by outside agencies									
		Learning and Cognition		SEMH		SLCN		Physical / Sensory		Other	
The speech and language therapy service currently involved – Feb / March 2019 - present day Assessment by learning and cognition team April 2019 EP assessment April 2022		Support XXXX to develop understanding and independence. Precision teaching for HFW. Phonological awareness games to develop phoneme recognition. Practical activities to consolidate a basic understanding of number. Adi Sedgwick: Develop her numeracy and literacy skills to aid independence into KS3		Develop and maintain a positive self-identify Develop and maintain two reciprocal friendships		XXXX has a good understanding of instructions and questions. She needs support to develop her understanding of concepts. XXXX must focus on narrative. XXXX needs work on her memory skills. When communicating make sure XXXX is looking and listening, that she understands instructions, repeat instructions for her. XXXX needs support to understand new vocabulary.					

Targets Autumn 2022				
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	A = met B = partially met N = Not met
XXXX to work on spelling the first 200 words. – the next 20 words	Focussed group to support XXXX's sounding out, blending, and segmenting and reading. 1:2 support in English lesson – separate planning focused on year 2 objectives. Guided reading priority group. Lexia 1: 1 priority reader Precision teaching daily	Daily - TA (20 mins 1:2) Adult support in English lessons consolidating skills. Lexia – at least 40 minutes per week. TA or teacher read daily.	Increased ability to segment sounds for writing. XXXX able to identify the sound and which grapheme to write to represent the sound. XXXX more fluent reading recognising alternative graphemes for the same sound. XXXX more confident when applying the phase 5 sounds to her independent writing.	B
XXXX to improve her handwriting to improve her formation and presentation. Concentrate on tall letters, short letters, and letters with a descender.	Focussed handwriting group focussing on presentation of writing. Write from the Start intervention daily	Work on formation and understanding the different letter groups. Focussed handwriting session twice per week. Daily intervention.	XXXX to improve the presentation of her work focusing on smaller letters.	B
XXXX to write exception words fluently.	Focussed phonics group to teach exception words and what parts are tricky and need to be remembered. Small group support in English lessons. Lexia 1: 1 reading (find and discuss exception words.)	Daily - TA (20 mins daily, group of 2) Weekly intervention - 40 minutes per week Small group support in English lessons consolidating skills. Lexia – at least 40 minutes per week. TA or teacher read daily. Precision teaching for recognition of high frequency words.	XXXX able to correctly spell exception words in her independent writing without prompting.	B

Example Provision Map

Year xx Provision Map 2022-23



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, SEN = 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

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?
xxx		1:1 reading at least once a week – 10 mins 1:1 reading at least once a week – 10 mins 1:1 reading at least once a week – 10 mins					
xx	SEN PP	Priority daily reader – 5 minutes daily with an adult. Priority guided reading group 3 x adult session a week. Lexia 2 x 30 mins week	Adult support in group x3 a week x 60 mins. Precision teaching Times Table Facts Adult support in group x3 a week x 60 mins.		Confidence pastoral group 1:3 1 x 50 mins		

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 the 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 betters 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 SENDCos look at the curriculum provision evaluations and the effect this curriculum provision has had on progress. Curriculum impact meetings happen every half 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 SENDCos 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 SENDCos reviews the data of all SEND children. This information is then used to monitor progress and curriculum provision and helps the SENDCos 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 have special 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 SENDCos or class teacher to speak about their child (contact details at the end of document). The SENDCos 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.

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		
I am: I am <u>Xxxxxxxx</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 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 SENDCos, 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 SENDCos 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 via the school's accessibility plan:

<https://holymbrookacademy.co.uk/wp-content/uploads/2018/10/Accessibility-Plan-HB.pdf>

Horizons Resourced Provision

In the 2022-23 academic year, our Horizons centre has continued to go from strength to strength, and is now at its capacity of 16 children who range in age from Year 1 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 SENDCos 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 2022-23, staff have received training about supporting SEND children in Early Years, Adverse Childhood Experiences (ACEs), childhood trauma and toxic shame, the PACE approach (playfulness, acceptance, curiosity, empathy), ongoing speech and language training and further input about the Zones of Regulation.

The SENDCos 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 SENDCos 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:

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

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

Accessibility Plan

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

<https://holybrookacademy.co.uk/wp-content/uploads/2018/10/Accessibility-Plan-HB.pdf>

Contact details

Joanna Jackson – Deputy Head and SENDCo

Carly Waerea – Horizons Centre Leader and SENDCo

Chris Lloyd – Head of School

Tel: 01274 611327

Email: office@holybrookacademy.co.uk