



University Academy Holbeach SEND Information Report (2023)

What is the Academy's SEND Information Report?

University Academy Holbeach (UAH), a 11-19 mainstream secondary school, is committed to ensuring that pupils with special educational needs and disabilities can fulfil their academic potential and achieve optimal education outcomes but can also achieve physically, creatively, emotionally and socially to become confident individuals who appreciate and value of their strengths who make a successful transition to adulthood.

The SEND Information Report is a detailed report that explains to pupils, parents/carers and stakeholders what the academy is able to offer in terms of support for pupils with SEND and their parents/carers. The report outlines how we can work with the pupil, their family and a wide range of external agencies to ensure that the young person is able to reach their full potential.

Legislation and guidance:

This report is based on the statutory requirements of [Special Educational Needs and Disability Code of Practice: 0 to 25 years \(March 2015\)](#) and the following legislation:

- [The Children's and Families Act 2014](#), in particular Part 3 which sets out schools' responsibilities
- [The Equality Act 2010](#), which sets out advice for schools
- [The Special Educational Needs and Disability Regulations 2014](#)

How are Special Educational Needs and Disabilities (SEND) defined?

A child or young person has 'special educational needs and disabilities' if they have a learning difficulty or disability which calls for special provision to be made for them. The SEND Code of Practice (2015) says a child or young person has a learning difficulty if he or she:

- *'has a significantly greater difficulty in learning than the majority of others of the same age'*
- or
- *'has a disability which prevents or hinders a child or young person from making use of facilities of the kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'*

Under the Equality Act 2010 (SEN Code of Practice 2015), a child or young person has a disability if he or she *'... has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'*.

Whilst it is our duty and expectation to provide equal opportunities for every person in our care and to offer a safe and fully equipped learning environment which caters to the needs of every young



person as an individual, UAH adopts a 'whole school approach' to Special Educational Needs and Disabilities, focussed on providing a nurturing and inclusive environment in which provision, where possible is tailored to the needs and abilities of the pupils within the expectations of the curriculum.

At UAH we are able to support and provide for students with a wide variety of needs which can be identified by the categories of SEND as defined in the SEN Code of Practice (January 2015). It is possible that a pupil may have more than one area of need.

C&I	Communication and Interaction Difficulties
C&L	Cognition and Learning Difficulties
SEMH	Social, Emotional and Mental Health
S&/P	Sensory and/or Physical Needs

Those pupils with SEND are recorded on the UAH Student Support Register, which is available for staff to access so they are aware of the area of need and difficulties faced by those pupils. Information is also available on the student data system for teachers to access. The Student Support Register lists the pupils who receive additional support or are being monitored for potential future support needs under the following categories:

- **Education Health and Care Plan (EHCP)** – when a child has been identified as having needs that require a particularly high level of individual or small group teaching or support to access the curriculum. They will be entitled to support with learning and a high level of differentiation from class teachers.
- **SEND Support** – when a child is receiving extra support either in-class or through 1:1/small group interventions to enable them to achieve their expected progress.
- **Monitoring** – pupils who are being monitored as they may need additional support or extra intervention/exam concessions as they move up the school.

In addition to those pupils who come from Primary school on the Student Support Register there will be on-going small numbers of students who are identified by class teachers or through the pastoral system as possibly needing additional support. These students will be monitored, their learning needs assessed and if necessary they will be added to the Student Support Register and an intervention programme implemented as required.

There will also be those pupils who arrive at UAH on the Student Support Register however, as they grow older and they become more confident in their learning their need for additional support is either much reduced or no longer required. Those pupils will then be removed from the Student Support Register but will continue to be monitored by SEND; teaching and pastoral staff.



Academy Policies which provide for the Identification and Assessment of Pupils with SEND

The School's SEND Policy, which is reviewed annually, is available on the School's website and has been written with reference to the guidance contained within the SEN and Disability Code of Practice 2015.

Please refer to the University Academy Holbeach website for the list of school Policies that also relate to pupils with SEND, which include:

- Admissions Policy
- Attendance Policy
- Uniform Policy
- Behaviour & Anti-bullying Policy
- Child Protection Policy for Schools (LCC)
- Safeguarding Policies (UAH)
- Drugs Policy
- Complaints Policy
- Disability Discrimination Act Policy
- Equality and Diversity Policy
- Literacy Policy
- Pupil Premium Policy

Roles and Responsibilities

The **SENDCO** 's Miss Daw, and Miss Curtis are responsible for:

- Co-ordinating support for students with SEND and developing the Academy's SEND policy to ensure all students receive a consistent, high quality response to meeting their individual needs in school.
- Supervising and managing the team of Teaching Assistants /Support staff who support those pupils with SEND in lessons; exams and with interventions and support groups.
- Ensuring that parents and carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is receiving
 - involved in reviewing how their child is doing
 - part of the future planning for their child.
- Liaising with external agencies, such as Speech and Language Therapists, the Specialist Teaching Team, Educational Psychologists, Therapists etc., who may come into school to support a child or young person's learning.
- Managing the Academy's Student Support Register.
- Providing specialist training and support for teachers and support staff at school so that they can support children with SEND to make the best possible progress in school.



For any enquiries about SEND or to contact the SEND Team telephone the Academy on 01406 423042 or via email at SEND@uah.org.uk.

As a Trust we are committed to continuing improvement and quality of our level of support for our SEND pupils. The SENDCOs meet regularly to share strategies and best practice to ensure that pupils attending the schools in the Trust receive the best support. The SEND Governor is Mrs Louise Stanton.

How are teachers in school supported to work with students with a SEND?

Training will regularly be provided to teaching and support staff. The Principal and the SENDCOs will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. This may include training delivered by staff in school, external agencies or through attending training courses

Each member of the Student Support Department at UAH has an area of specialism.

The SENDCOs are supported by a team of 15 Teaching Assistants with specialisms in literacy and dyslexia, phonics, numeracy, emotional literacy, ASD, ADHD, ELKAN and behaviour specialisms. Within the team there are members of staff trained in moving and handling and medication delivery. Within the team we are also able to assess for Exam Access Arrangements for external exams through in-house assessors.

The team are supported by Mrs P Hayes as SEND Administrator from May 2024.

How pupils are supported at UAH?

The SEND Code of Practice (2015) states:

6.64 *Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.*

6.65 *Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year'. (DfE: page 104)*

The full document can be accessed through:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Pupils in school will receive support in a variety of ways which are specific to their individual needs. This may be provided by:

- Subject Teachers through Quality First Teaching.
- Differentiated resources & materials.
- Teaching Assistants (TA) in lessons and for specific interventions.
- Staff who visit the Academy from Lincolnshire County Council (LCC), such as the Educational Psychologist; Specialist Teaching Team or Sensory Education Support Team (SEST).



- Specialists who visit from external agencies, such as Extended Communication and Language Impairment Provision for Students (ECLIPS) and Therapists.

Where a pupil is identified as having SEND, the Academy will use its ‘best endeavours’ to ensure special educational provision is made for those who need it. A graduated approach involving a four-part cycle of Assess, Plan, Do and Review will be implemented to determine the right provision. In addition to this:

- Teachers plan lessons according to the specific needs of all pupils in their class, and will ensure that your child’s needs are met.
- Teaching Assistants will support a pupil’s learning in the classroom if and where deemed necessary.
- Specific resources and strategies will be used to support a pupil individually and/or in groups.
- Planning and teaching will be adapted to meet a pupil’s learning needs.

What are the different types of support available for pupils with SEND at UAH?

Type of support provided	What would this mean for your child?	Who can get this kind of support?
Class teacher input via excellent targeted classroom teaching, Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for a pupil and all students in the class. • Ensuring that all teaching is based on building on what a pupil already knows, can do and can understand. • Putting in place different ways of teaching so that a pupil is fully involved in learning in class. This may involve things such as using kinaesthetic learning and personalised teaching and different learning approaches. • Putting in place specific strategies (which may be suggested by the SENDCO or external agencies) to support a child to learn. 	All pupils in school should be getting this as part of standard classroom practice.
Specific group work within a smaller group of students. This may be	<ul style="list-style-type: none"> • A pupils’ teachers will have carefully checked on their progress and will have 	Any student who has specific gaps in their understanding of a subject/area of learning.



<ul style="list-style-type: none"> • In the classroom or outside. • Delivered by a member of staff who has training to run these groups. 	<p>identified that they have gaps in their understanding/ learning and need extra support to enable them to make the best possible progress.</p> <ul style="list-style-type: none"> • A Teaching Assistant or the SENDCO may run small group sessions. 	
<p>Specialist individual sessions or small groups run in partnership with external agencies (e.g. ECLIPS; play therapist).</p>	<ul style="list-style-type: none"> • The pupil will have been identified by the SENDCO (or the parent/carer will have raised your concerns) as needing specialist input instead of /in addition to outstanding classroom teaching and intervention groups. • The parent/carer will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward. • Parent/carer may be asked to give permission for the Academy to refer their child to a specialist professional, e.g. the Educational Psychologist. This will help the Academy and parent/carer to have a better understanding of your child's particular needs enabling more appropriate support in school. • The specialist professional will work with their child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ making changes to the way their child is supported in class. ○ Support to set targets using their specialist expertise. 	<p>Any pupil with specific barriers to learning that cannot be overcome through Quality First Teaching and school based intervention.</p>



<p>And/or individual support for their child of less than 16 hours a week in school.</p>	<ul style="list-style-type: none"> ○ A group run by the Academy staff under the guidance of the outside professional, e.g. a social skills group. ○ Group or individual work with the external professional. ● The Academy may suggest that their child needs some agreed individual support in school. The SENDCOs will explain how the support will be used and what strategies will be implemented. 	
<p>Specified individual support for a child of 16 or more hours.</p>	<ul style="list-style-type: none"> ● The Academy (or parent/carer) can request that LCC carry out a statutory assessment of their child's needs. This is a legal process and you can find more details about this in Lincolnshire's Local Offer. ● If their child is awarded an EHCP, it will outline the level of support your child will receive and will indicate long and short term goals to enable their child to make the best possible progress. 	<p>Students whose learning needs are:</p> <ul style="list-style-type: none"> ● Severe, complex and lifelong. ● Need more than 16 hours of support in school.
<p>Specific support for a child on an individual basis and/or in small groups.</p>	<ul style="list-style-type: none"> ● Staff are made aware of potential "triggers" that need to be taken into account when planning and delivering lessons. ● Social skills group at lunchtime ● Anger management; Cloud 9 Emotional support etc with specially trained staff member ● Confidential support from a staff mentor. ● Specialist support from Time to Talk Counselling. 	<p>Students with social, emotional or mental health difficulties.</p>



	<ul style="list-style-type: none">• Referral to external agencies such as the Social Communication (including Autism) Outreach Service; the Working Together Team or the Child and Adolescent Mental Health Service.	
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How will we measure the progress of a SEND pupil in school?

- Your child's progress is continually monitored by their teachers, their Form Tutor and Learning Coordinator/Assistant Learning Coordinator.
- Their progress is reviewed through tracking three times a year for each subject in Years 7-10 and four times a year in Year 11.
- The progress of students with an EHCP is formally reviewed at an Annual Review with all adults involved with the student's education.
- At each Academy reporting point, as Tracking Sheets are issued, the SENDCO will review the progress being made by all students on the Student Support Register and the effectiveness of the interventions they are receiving.

Who are the best people for a parent to talk to at school about their child's difficulties learning/special educational needs?

- Form Tutor
- Learning & Assistant Learning Co-ordinators
- SENDCOs
- TA Keyworker – if the pupil has been assigned one

How has UAH been made accessible to students with SEND?

- We ensure that equipment used is accessible to all children regardless of their needs.
- We provide a safe and secure environment tailored to the needs of pupils (Years 7 – 13) who require support during break and lunchtimes.
- Staff are available whenever necessary to support students with their emotional well-being and anger and anxiety management.
- Key words and literacy resources are used across the Academy to support learning.
- The School has the following special facilities:
 - Space for 1:1 support.
 - Meeting rooms used for face to-face and online counselling and emotional support sessions.



- A team of qualified first aiders.
- Disabled toilets including one specially adapted to support students with physical disabilities.
- Hygiene suite with hoist specially adapted to support students with physical disabilities (first floor).
- Second hygiene suite with hoist specially adapted to support students with physical disabilities (ground floor)
- No split levels downstairs.
- 4 lifts with wheelchair access.

What support do we have for parents/carers of a child with SEND?

- We encourage communication between Home and the Academy at all times to ensure consistency of support and to share best practice.
- The SENDCOs or Learning Coordinator/Assistant Learning Coordinators are available to meet with parents/carers, by prior arrangement, to discuss their child's progress or any concerns/worries they may have.
- All information from external agencies will be shared with parents/carers by the person directly involved, or where this is not possible, by one of the SENDCOs. The SENDCO will also discuss, with parents/carers, any new assessments and ideas suggested by outside agencies for their child.
- After-school talks/presentations for parents by specialists/external agencies/school staff on a wide range of topics relating to pupils with SEND such as understanding exam concessions or advice on conditions such as ASD or ADHD.

What arrangements exist for consulting students with SEND about their individual educational needs?

The Academy recognises that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice) about their education. Where appropriate all students are involved in monitoring and reviewing their progress with their subject teachers, Form Tutors and Learning Coordinators/Assistant Learning Coordinators.

The Academy endeavours to fully involve all students by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning (self-assessment and self-evaluation, Assessment for Learning).
- Share in individual target setting across the curriculum.



- Self-review their progress and set new targets.

In addition students who are identified as having SEND are invited to participate in:

- Tracking reviews with SENDCO.
- Accessing instant help by letting their TAs know of their short term requirements.
- Regular contact with their TAs/keyworkers.
- Working with learning mentors.
- Participating in Annual Review Meetings/Transition Meetings.

Who do parents/carers contact if they have a complaint concerning the provision made for their child with SEND?

Any complaints relating to the provision for pupils with SEND will be dealt with in the first instance by the SENDCOs. The LET Complaints Policy, available on the School website, should be followed.

Who might be consulted if the School feels that it cannot meet a child's needs?

When the needs of a pupil with SEND cannot be fully met by the Academy alone the following services might be called upon (not an exhaustive list):

- Child and Adolescent Mental Health Service (CAMHS)
- Children's Therapy Services (including physiotherapy, occupational and play therapy)
- Community Paediatrician
- Educational Psychology Service
- Family Action
- Liaise SEND Information, Advice and Support (formerly Parent Partnership)
- Lincoln Centre for Grief and Loss
- Lincolnshire County Council Children's Services
- Lincolnshire County Psychology Service
- Lincolnshire Teaching and Learning Pathway
- Lincolnshire Young Carers Count (a Spurgeons Project)
- Physical or Medical Outreach Service
- School Nursing Service
- Sensory Education and Support Service
- Speech and Language Service
- Targeted Youth Support
- Time to Talk Counselling
- Autism Outreach (Working Together Team)
- Healthy Minds Service
- Young Minds



The support provided by these agencies will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and all the student’s needs are catered for.

How do Parents/Carers contact Support Services?

Below are the Lincolnshire local website addresses and contact numbers. There are a list of SEND support services with the links to their websites (see Appendix 1 at the end of the report) and on the SEND page of University Academy Holbeach website:

Agency	Website	Telephone Number
LCC – SEND	https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send	01522 553332
LCC Children’s Services – Customer Services Centre(for safeguarding concerns)	https://www.lincolnshire.gov.uk/safeguarding/report-concern	01522 782111
Liaise SEND Information, Advice and Support	https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_11	0800 195 1635

How will the School support a pupil when they move to another Year, Key Stage or education provider?

We recognise that “moving on” can be difficult for a student with SEND and will take steps to ensure that any transition is as smooth as possible.

- When moving years in school:
 - Information about a pupil will be shared with their new teachers.
 - Where required support with meeting new teachers or identifying new teachers can be given
- In Year 11:
 - Pupils will be given the opportunity to meet with an independent careers advisor if they are considering moving to an alternative education provider.
 - If your child has an EHCP as part of the Annual Review process the Academy will support the student and parents to plan for the future. A Transition Plan will be created at the Annual Review.
 - The SENCO will provide guidance on finding a new school/college if required.



- If necessary, the SENCO will liaise with the new school/college to arrange visits for a pupil.
- In Year 13:
 - The Sixth Form Pastoral Team and the pupil's Form Tutor support students and parents with university options and applications, apprenticeships and other career choices.
 - If the Pupil has a EHCP the SENDCO can also provide pupils and parents with support for the transition to the next stage
- If your child moves to another school:
 - We will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child.
 - We will make sure that all SEND records about a pupil are passed on as soon as possible after the pupil has started at the new school.

Where can we find Lincolnshire's Local Offer?

Lincolnshire's Local offer can be found on Lincolnshire's Family Services Directory website:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Or via the Lincolnshire County Council website:

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>



APPENDIX 1

- Liaise (SEND Information Advice and Support Service in Lincolnshire) <https://www.lincolnshire.gov.uk/liaise>
- Information Advice and Support Services Network for SEND (National Site) <https://cyp.iasnetwork.org.uk>
- Young Minds – Mental Health Support <https://www.youngminds.org.uk>
- Preparing for adulthood <https://www.preparingforadulthood.org.uk>
- British Dyslexia Association <http://www.bdadyslexia.org.uk>
- The Dyslexia SpLD Trust <https://www.thedyslexia-spldtrust.org.uk>
- Dyspraxia Foundation <https://www.dyspraxiafoundation.org.uk>
- National Attention Deficit Disorder Information and Support Service <https://www.addiss.co.uk>
- National Autistic Society <https://www.autism.org.uk>
- Working Together Team <https://www.wtt.org.uk>
- The Communication Trust <https://www.thecommunicationtrust.org.uk>
- Diabetes UK <https://www.diabetes.org.uk>
- Epilepsy Action <https://www.epilepsy.org.uk>
- Action on Hearing Loss <https://www.actiononhearingloss.org.uk>
- Royal National Institute for the Blind <https://www.rnib.org.uk>

Links to remote learning support for SEND pupils:

- IDL <https://appuk.idlsgroup.com/#/login>
- Corbett Maths <https://www.corbettmaths.com>
- White Rose Maths www.whiteroseeducation.com