



# University Academy Holbeach

## SEND Information Report

(Reviewed 1<sup>st</sup> November 2025)



University Academy Holbeach's SEND Information Report for learners with Special Educational Needs and Disabilities (SEND). Schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for pupils with SEND. The aim of this report is to demonstrate how we implement our SEND policy.

University Academy Holbeach recognises and celebrates the individuality and diversity of our pupils. Within our own school, and across all of those within University of Lincoln Academy Trust's family of schools, we are committed to working together with all members of our school community. Every student has an entitlement to a broad, balanced and relevant curriculum. The academy is committed to giving all pupils every opportunity to achieve the highest standards. We have an inclusive ethos with high expectations where everyone can achieve their full potential, tailoring our approach to support the needs of our young people. We seek to engender a sense of belonging to the academy and to enable all of our pupils to thrive.

#### Legislation and Guidance:

This Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

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## Welcome and Purpose

Welcome to University Academy Holbeach's SEND Information Report for learners with Special Educational Needs and Disabilities (SEND). This report sets out how our school supports and makes provision for pupils with SEND, and explains the roles and responsibilities of everyone involved in providing for pupils with SEND. All academy governing and advisory bodies have a legal duty under the revised SEND Code of Practice (2014) to publish information on their website about the implementation of their policy for pupils with SEND.

### 1. The types of SEND that are provided for:

University Academy Holbeach is proud of its diversity and places great emphasis on a unique and varied community of learners. Everyone, regardless of faith, ability, ethnicity or background, is valued and nurtured. We cater for pupils across the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

<b>Area of Special Educational Need</b>	<b>Relating to difficulties with:</b>
<b>Communication and Interaction</b>	<p><b>Children and young people with speech, language and communication needs (SLCN), other needs such as social, emotional mental health (SEMH), autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Learners may have:</b></p> <p><b>Attention/interaction skills:</b></p> <ul style="list-style-type: none"><li>• May have difficulties ignoring distractions.</li><li>• Need reminders to keep attention.</li><li>• May need regular prompts to stay on task.</li><li>• May need individualised motivation to complete tasks.</li><li>• Difficulty attending the whole class.</li><li>• Interaction will not always be appropriate.</li><li>• May have peer relationship difficulties.</li><li>• May not be able to initiate or maintain a conversation.</li></ul> <p><b>Understanding/receptive language:</b></p> <ul style="list-style-type: none"><li>• May need visual support to understand or process spoken language.</li></ul>

	<ul style="list-style-type: none"> <li>• May need augmented communication systems</li> <li>• May have frequent misunderstandings.</li> <li>• Repetition of language and some basic language needs to be used to aid their understanding.</li> </ul> <p><b>Speech/expressive language:</b></p> <ul style="list-style-type: none"> <li>• May use simplified language and limited vocabulary.</li> <li>• Ideas/conversations may be difficult to follow, with the need to request frequent clarification.</li> <li>• Some immaturities in the speech sound system.</li> <li>• Grammar/phonological awareness is still poor and therefore their literacy can be affected.</li> </ul>
<b>Cognition and Learning</b>	<p><b>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) e.g. dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of numbers</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making • Information processing</li> </ul>
<b>Social, Emotional and Mental Health</b>	<p><b>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</b></p> <p>These difficulties may lead to or stem from:</p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD/ADD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> <li>• Emotional based school avoidance (EBSA)</li> </ul>
<b>Sensory and/or Physical</b>	<p><b>These learners may have a medical or genetic condition that could lead to difficulties with:</b></p>

	<ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross/fine motor skills</li> <li>• Visual/hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise/smell/light/touch/taste/toileting/selfcare</li> </ul>
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## **2. Identifying pupils with SEND and assessing their needs:**

We assess each pupil's current skills and attainment on entry, building on information from previous settings and Key Stages where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress is significantly slower than their peers from the same baseline, fails to match or improve on previous rates of progress, fails to close the attainment gap, or widens the attainment gap.

Slow progress and low attainment do not automatically mean a pupil is recorded as having SEND. Identification may also arise from social needs, specific assessments, observations, staff feedback and pupil/parent voice.

When deciding whether special educational provision is required, we start with desired outcomes, including expected progress and attainment, and the views of pupils and parents. We determine the support needed and whether it can be provided through adaptation of our core offer or whether something different or additional is required.

### **SEND Register**

We currently have 298 pupils recorded on our SEND Register (1398 pupils on roll), 21.32%.\* Of those, 83.5% are registered as School Support (K code) (249/298) and 16.4% have an EHCP in place (49/298).

The register is maintained by the SENCo and shared with parents and professionals working with the academy. Parents are informed in writing if their child is placed on the SEND Register and can expect regular feedback via email, telephone or Teams meetings, as well as discussions at parents' evenings and reviews. All EHC Plans are reviewed annually with relevant professionals invited.

\*Note: Where data is presented it reflects a pupil's primary area of need; pupils may also have secondary needs that are not represented separately. **Correct at time of report publication.**

### **3a. How the school evaluates the effectiveness of its SEND provision:**

We continuously evaluate our provision using the following approaches:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an agreed number of weeks and adapting provision where required
- Using provision maps to measure and track progress

- Holding annual reviews for pupils with EHC Plans and considering external recommendations
- Using pupil questionnaires/voice to understand what is working well and areas for development
- Monitoring SEND provision through learning walks and work scrutinies by the SENCo, SLT and Principal and SEND Link Governor.

### **3b. Arrangements for assessing and reviewing SEND pupil progress:**

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review. Class/subject teachers and other professionals work with the SENCo to analyse each pupil's needs using teacher assessment, prior attainment/behaviour, comparisons with peers and national data, the views of parents and pupils, and advice from external services where relevant. Assessments are reviewed regularly.

All staff working with a pupil are made aware of their needs, the outcomes sought, support provided and required strategies. We regularly review the effectiveness of support and interventions and their impact on progress. All pupils on the SEND Register have a Pupil Passport; those on the pathway for an EHC Needs Assessment (EHCNA) or with an EHCP have Learning Plans developed.

### **3c. The school's approach to teaching pupils with SEND:**

All teachers will be informed of your child's individual needs and will seek to adapt their lessons accordingly.

Within the academy, there are a variety of staff roles to support your child:

- Class teachers
- Form tutors
- Heads of Year and Assistant Heads of Year
- Attendance Team
- Assistant Principal SENDCo and SENDCo

High-quality teaching, tailored to meet individual needs, is the first step in responding to pupils who have or may have SEND. Teachers remain responsible and accountable for the progress and development of every pupil in their class.

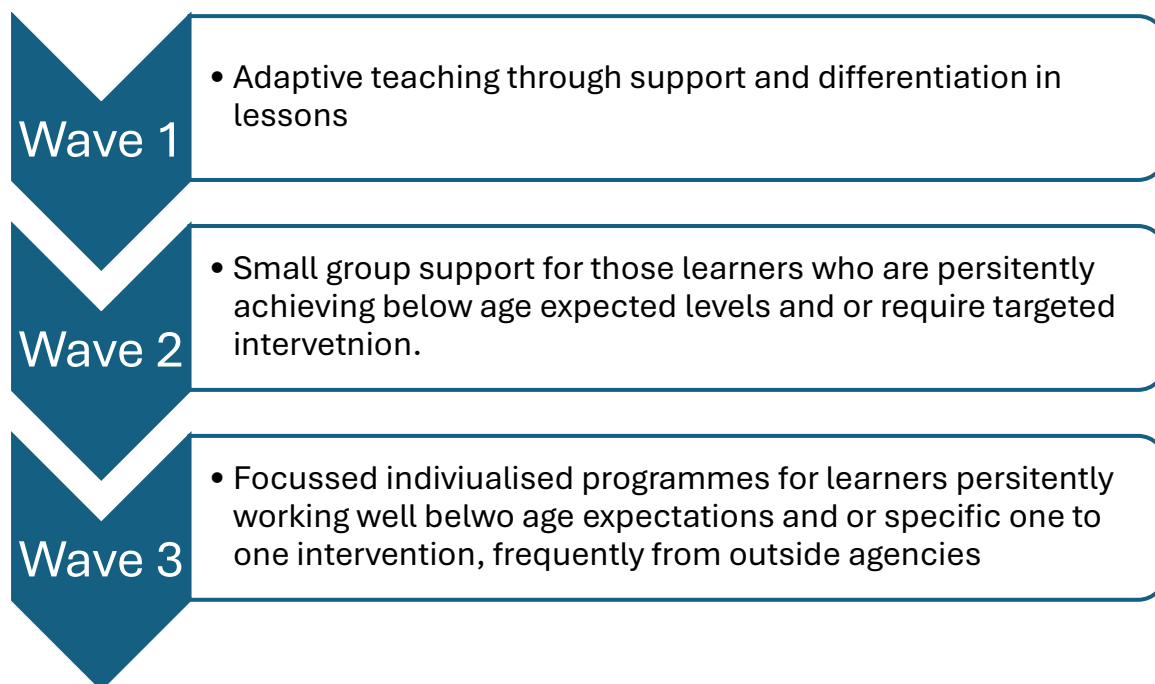
Teachers adapt planning and delivery to enable access to the curriculum at an appropriate level. Teaching Assistants (TAs) provide support to small groups or individuals where identified as beneficial, including as set out in EHCPs.

As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. Where the academy considers it necessary, a learner

may be offered additional intervention, in which case you will be informed via letter that provision is being implemented

### **Waves of intervention**

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



### **3d. The curriculum and learning environment for SEND pupils:**

We make the following adaptations to ensure pupils' needs are met (subject to funding and LA-provided equipment where applicable):

- Differentiating the curriculum through grouping, teaching style
- Adapting resources and staffing to meet identified needs
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger print
- Adapting and scaffolding teaching (e.g. extended processing time, pre-teaching key vocabulary, reading instructions aloud)
- Offering small-group or 1:1 interventions away from the classroom where appropriate
- Ensuring accessibility across the site (level access to ground floor areas, accessible toilets on all floors, designated disabled parking)
- Inclusion in activities outside the classroom, including school trips



We endeavour to include all pupils in all activities in and out of school. Pupil-specific risk assessments and appropriate adult-child ratios are used to support safe participation. All on-site extracurricular activities and school visits are available to all pupils, including before- and after-school clubs, subject to risk assessment.

### **3e. Additional support for learning for pupils with SEND:**

We provide a range of interventions, delivered by trained staff, to support pupils across areas of need. Examples include:

- Homework support clubs (break, lunchtime and after school)
- ELSA sessions (typically EHCP pupils)
- Touch typing
- Speech and Language Therapy input (via specialist referral)
- Physiotherapy (via specialist referral with supervision/monitoring)
- Literacy interventions (via English and SEND Departments, e.g. Read, Write Inc Fresh Start, Morph Mastery, IDL)
- Core Literacy (KS3, when identified by English staff)
- Core Numeracy (KS3, when requested by Maths staff)
- Social Skills interventions (in liaison with Year Leaders and for EHCP pupils)
- Mental health and well-being interventions (identified by Mental Health and Wellbeing Lead)
- “Starving the Anger Gremlin” (in liaison with Year Leaders and Behaviour Team)
- “Starving the Anxiety Gremlin”
- Art Therapy (referral only)

Teaching Assistants and learning support

We have 16 Teaching Assistants (TAs) trained to deliver several interventions. TAs support small groups or individuals when identified through data analysis (including attendance), pupil voice, behaviour patterns, external recommendations or EHCPs.

### **3g. Support for improving the emotional, mental and social development of pupils with SEND:**

Our support offer includes:

- A safe, calm learning environment with in-class strategies to support mental health and wellbeing
- Opportunities for pupil voice to be heard

- Additional support from Year Leaders and TAs for individuals or small groups
- Behaviour support strategies, including in-class support/advice from the SENCo and/or Behaviour Team/Mental Health Lead
- Support clubs before school, after school and at lunchtime
- In-school interventions (1:1 or small group) with TAs, SENCo and/or Behaviour Team/Mental Health Lead
- Signposting/referral to external agencies such as CAMHS, SALT, OT, counselling services
- Referral to in-house ELSA programme
- Individual Health Care Plans for pupils with specific medical needs
- Zero tolerance approach to bullying

#### **4. Name and Contact details of SEND Coordinator and SEND governor**

Name of Assistant Principal: Rebecca Daw

SEND@uah.org.uk

Name of School SENDCO: Lorna Curtis

SEND@uah.org.uk

Name of SEND governor: Louise Stanton

01406 423042

#### **5. The expertise and training of staff in relation to children and young people with SEND**

The Assistant Principal SENCo and SENCo are experienced members of staff with a SEND background and relevant qualifications, including the NA SENDCO Award. We have a team of 16 TAs, including one TA trained to provide high levels of specialist literacy support (e.g. Fresh Start, Morph Mastery, ELKAN, IDL) and deliver interventions as required, one TA that is a numeracy specialist and a trained ELSA.

An ongoing programme of Continuing Professional Development (CPD) ensures teachers and support staff have appropriate skills and knowledge. Our SENCo engages in a range of opportunities to share best practice and keep abreast of current initiatives and policy. Teaching staff seek support and guidance from the SENCo as required.

Recent whole-school training includes:

- Quality First Teaching strategies
- Areas of SEND need and early identification
- SEND Code of Practice and implications for classroom practice
- Supporting pupils with ASD and ADHD
- Dyslexia
- Adaptive Teaching
- De-escalation techniques
- Positive handling
- Public examinations Access Arrangements system

#### **6. How equipment and facilities to support SEND pupils will be secured:**

Specialist equipment and adaptations are secured through the academy's SEND budget and, where applicable, Higher Needs Top-up (Element 3) funding and/or Local Authority provision. Examples include access to laptops, specialist software, and recommended aids.

The site is accessible with lifts in all two-story buildings and stairs have clear white edging.

#### **7. Consulting with parents of children with SEND about, and involving such parents in, the education of their child**

We hold early discussions with pupils and parents when identifying whether special educational provision is needed to ensure a shared understanding of strengths, difficulties and desired outcomes, and to agree next steps. Parents are formally notified when a pupil will receive SEN support. We engage parents through email, telephone or Teams meetings, parents' evenings and formal reviews.

Parent views are sought via termly questionnaires.

#### **8. Consulting pupils with SEN about, and involving them in, their education**

Pupil voice is central to our approach. Pupils contribute to their Pupil Passports and IEP targets, and their views are sought through questionnaires and review meetings to evaluate what is working well and what could be improved. Pupils in receipt of an EHCP complete their views on the Lincolnshire EHC Hub to inform their EHCP annual review.

## **9. The governing body's management of complaints from parents of pupils with SEND concerning the provision at the school**

We operate an open-door policy and aim to resolve concerns swiftly and collaboratively. Complaints about SEND provision should be made to the Assistant Principal : SEND, Designated Teacher and Pupil Premium Lead (Miss R Daw) via the school office ([enquiries@uah.org.uk](mailto:enquiries@uah.org.uk)) and/or the Principal (Mrs S Paige) in the first instance. Any complaint will follow the Trust's Complaints Policy (available on the school website).

## **10. How the governing body involves other groups in meeting the needs of pupils with SEND and their families**

We work with a range of external agencies to support pupils with SEND, including:

- Behaviour Outreach Support Services (BOSS)
- Speech and Language Therapy (SaLT)
- Mental Health services: CAMHS
- Working Together Team (Gosberton House)
- Lincolnshire Pupil Reintegration Team
- Lincolnshire Educational Psychology Service
- Community Paediatrics (Cambridgeshire and Lincolnshire NHS)
- Virtual Schools:

## **11. The contact details of support services for parents in accordance with (Section 32)**

**Lincolnshire SEND Information, Advice and Support Service (SENDIASS)** – impartial advice and support for parents and carers. Website: <https://www.liaiselincolnshire.org.uk/> – Freephone: 0800 195 1635

**Lincolnshire Parent Carer Forum (LPCF)** – <https://www.lincspcf.org.uk/> Postal: LPCF, PO Box 1183, Spalding, PE11 9EE

**National charities offering information and support: IPSEA** (<https://www.ipsea.org.uk/>),

**SEND Family Support** (<https://sendfs.co.uk/>)

**NSPCC** (<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>),

**Family Action** (<https://www.family-action.org.uk/what-we-do/children-families/send/>),

**Special Needs Jungle** (<https://www.specialneedsjungle.com/>).

## **12. Supporting pupils moving between phases and preparing for adult education:**

Transitions can be challenging for children with SEND. We highlight all pupils with SEND during transition points and tailor arrangements according to need. We share information with receiving settings, offer transition days and supportive resources, and provide comprehensive careers advice (Careers Co-ordinator: Mrs J Gilman).

We support pupils and families to locate appropriate courses and settings, invite post-16 providers for bespoke talks, and organise Careers Days.

## **13. Information on where the local authority's local offer is published**

Lincolnshire's Local Offer: <https://www.lincolnshire.gov.uk/send-local-offer> – a resource for children and young people with SEND and their families, including those with and without EHC Plans, setting out services across education, health and social care, and the voluntary/community sector.

Cambridgeshire's Local Offer: <https://send.cambridgeshire.gov.uk/> – information about services and provision for children and young people with SEND and their families in Cambridgeshire.

## **14. Related policies and documents**

This report should be read alongside: SEND Policy; Behaviour Policy; Equality information and objectives; Supporting pupils with medical conditions; Accessibility Plan; Safeguarding Policy and procedures; Admissions arrangements. These are available on our website.

## **19. Glossary**

<b>Access arrangements</b>	Special arrangements to allow pupils with SEN to access assessments or exams in accordance with the Joint Council For Qualifications (JCQ) regulations
<b>Annual review</b>	An annual meeting to review the provision in a pupil's EHC plan
<b>Area of need</b>	The 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
<b>CAMHS</b>	Child and adolescent mental health services
<b>Differentiation / Personalisation</b>	When teachers adapt how they teach in response to a pupil's needs
<b>EHC needs assessment</b>	The needs assessment is the first step on the way to securing an EHC plan. The

	local authority will do an assessment to decide whether a child needs an EHC plan
<b>EHC plan</b>	An education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
<b>First-tier tribunal / SEND tribunal</b>	A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school/academy or local authority due to SEN
<b>Graduated approach</b>	An approach to providing SEN support in which the school/academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
<b>Intervention</b>	A short-term, targeted approach to teaching a pupil with a specific outcome in mind
<b>Local offer</b>	information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
<b>Outcome</b>	Target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
<b>Reasonable adjustments</b>	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability
<b>SEN</b>	Special educational needs
<b>SEND</b>	Special educational needs and disabilities
<b>SEND Code of Practice</b>	The statutory guidance that schools must follow to support children with SEND
<b>SEND support</b>	Special educational provision that meets the needs of pupils with SEND
<b>Transition</b>	When a pupil moves between years, phases, schools or institutions or life stages