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Special Educational Needs Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the academy provide for?

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairments

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO



Our SENCO is Mrs Nicola Pilbrow. She can be contacted through our main academy office: office@holmbushprimaryacademy.org.uk

She has 16 years experience in this role and has been a qualified teacher for 26 years. She is allocated 3 days a week to manage SEN provision.



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Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

In addition to this, our teachers have had external training from agencies including Beacon House, PACT and West Sussex. Examples of this training include supporting children with dyslexia, attachment difficulties, autistic spectrum disorders, speech and language difficulties as well as ways to support children with emotional regulation. All our staff have had training in precision teaching.



Mrs Amanda Hamlet is the academy's Reading Recovery teacher. She specialises in the teaching of phonics and reading and supports pupils who may need additional help. Mrs Hamlet has completed a Post Graduate Certificate in dyslexia.

Teaching assistants (TAs)

We have a team of 9 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 4 teaching assistants who are trained to deliver interventions such as speech and language (Neli) and learning mentor programmes.

In the last academic year, TAs have been trained in Sounds Write to support the teaching of phonics, Daily Supported Reader, supporting pupils in maths using concrete and pictorial resources and ways of supporting children in writing.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Child Development Centre (CDC)
- Fair Access
- Learning and Behaviour Advisory Team (West Sussex)
- Social Communication Team (West Sussex)
- Social services and other LA-provided support services
- Voluntary sector organisations



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3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can make an appointment to speak with your child's class teacher either directly through ClassDojo or by phoning the academy office.

They will then discuss this with our SENCO, Mrs Pilbrow who will then contact you.

You can also contact the SENCO by emailing the academy office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register.

At this point a Pupil Passport will be written which details their needs. This will be shared with you.

4. How will the academy know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include their physical development, verbal development or attainment/progress in reading, writing or maths.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it in order that our pupils keep up with their peers. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the academy's SEN register, and the SENCO will work with you to create a SEN support plan for them.



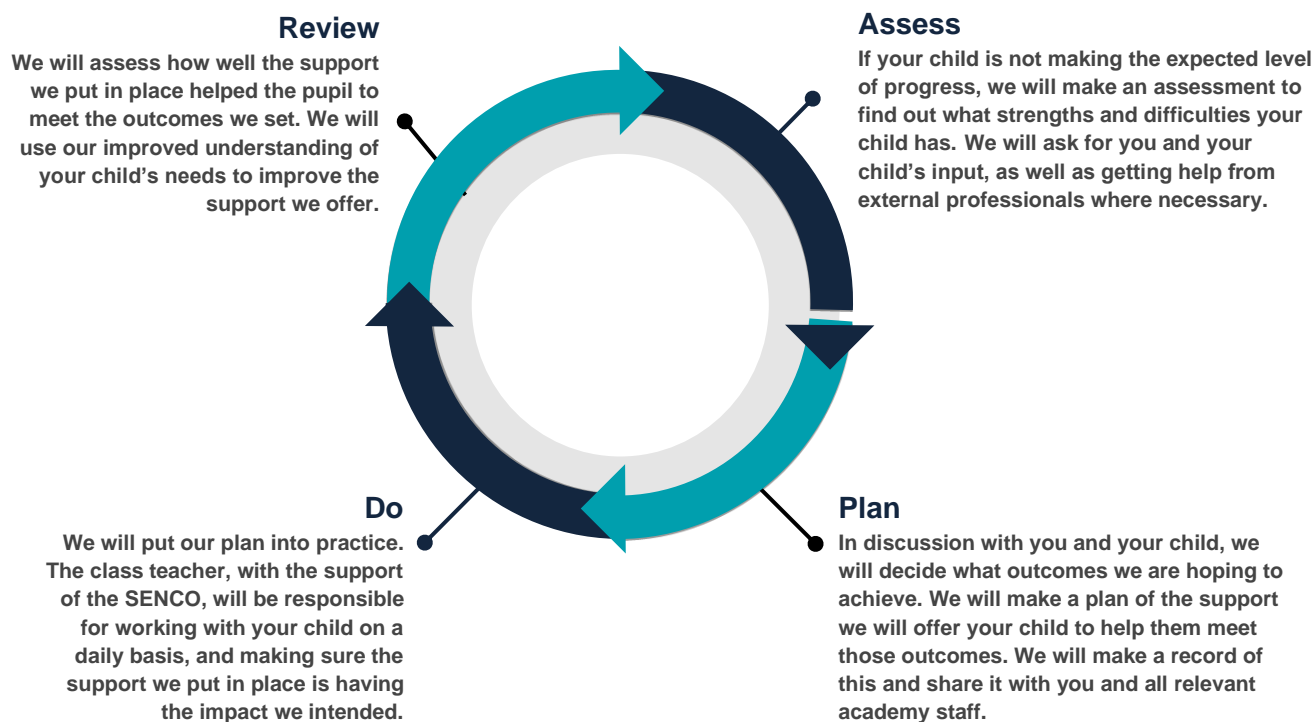
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5. How will the academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide twice yearly written reports on your child's progress. In addition to this, if your child is identified as having SEND, you will receive a copy of their Pupil Passport 3 times per year. This outlines their needs and the support that is put in place.

Your child's class teacher will meet you 3 times per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes



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- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by booking an appointment either directly through ClassDojo or by phoning the academy office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the academy adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or providing additional scaffolds for the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



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- Teaching assistants will support pupils on either a 1-to-1 basis or in a small group based on the teacher's assessments of the level of support they need for a particular lesson/subject area.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Sensory activities/breaks
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pencil grip Use of technology Use of coloured overlays
	Moderate learning difficulties	Pre-teaching Same-day Interventions
Social, emotional and mental health	ADHD, ADD	Quiet workstation Differentiated targets for each lesson Now and Next boards
	Adverse childhood experiences and/or mental health issues	Nurture groups Learning Mentor Programmes
Sensory and/or physical	Hearing impairment	Use of British Sign Language
	Visual impairment	Limiting classroom displays

These interventions are part of our contribution to West Sussex's local offer.

The Academy's Accessibility Plan can be found here:

https://resources.finalsite.net/images/v1697443145/brightonacademiestrustorguk/kdnpfiofgsjudhc1yop3/HBUSH_AccessibilityPlan_22-25.pdf

This identifies how we are ensuring the increasing extent to which disabled pupils are able to participate in the full curriculum.



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9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil conferencing
- Monitoring by the SENCO
- Using provision maps to measure progress
- Observing the pupil
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the academy make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-academy clubs.

All pupils are encouraged to go on our academy trips, including our residential trip(s) to Windmill Hill, the Isle of Wight and France.

All pupils are encouraged to take part in sports day/academy plays/special learning events such as Bikeability. We actively seek to ensure that children with SEND are represented in our sporting competition teams.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?

- All pupils/students with an Education, Health and Care Plan naming the academy will be admitted to the academy before any other pupils/students.
- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs – further details are published on the Trust website [here](#)



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13. How does the academy support pupils with disabilities?

Pupils at Holmbush are taught about inclusion, difference and acceptance. These values ensure that all children, regardless of disability, are treated equitably.

Pupils are provided with the support and resources they need to ensure full participation in academy activities and learning by:

- Ensuring disabled pupils are able to participate in all learning activities through the use of any additional resources/aids they might need, for example, differentiated resources, auxiliary aids appropriate to their disability, adult support.
- Teaching all pupils in the academy to use British Sign Language as a means of communication.
- Monitoring the participation of disabled pupils in extra-curricular activities to ensure participation.
- Taking part in SEN specific activities, such as sporting events aimed specifically at pupils with disabilities.
- Working alongside outside agencies as appropriate to the pupils' disability.
- Ensuring that all pupils are able to physically access all areas of the building through the use of ramps/handrails etc.
- For further information on how the academy allows pupils to take part in the curriculum, how the academy are ensuring physical access to the building and ways the academy ensures that information is accessible to disabled pupils, the academy's accessibility plan can be found here:
https://resources.finalseite.net/images/v1697443145/brightonacademiestrustorguk/kdnpiofgsjudhc1yop3/HBUS_H_AccessibilityPlan_22-25.pdf

14. How will the academy support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the academy council at some point during their time at the academy
- We provide pastoral support for listening to the views of pupils with SEN through our PSHE curriculum, the use of 'Thought Catchers' in each classroom and using pupil conferencing.
- We have Learning Mentors who are able to provide additional support for pupils.
- All children are taught ways to deal with 'big' emotions through the use of Zones of Regulation. Some children complete additional work using the Zones of Regulation resources if they show signs that they have difficulty regulating.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by ensuring children understand that everyone has different needs. The academy has a group of Anti-Bullying Ambassadors who work together to continually improve pupils' knowledge of bullying behaviour and how to challenge this.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new academy year we:

- Ask both the current teacher and the next year's teacher to attend meet at the end of the year to discuss the pupil's SEN



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- Have 3 transition afternoons with the child's new class teacher and teaching assistant
- Ensure that Pupil Passports are reviewed and updated prior to the new term.

Between schools

When your child is moving on from our academy, we will share relevant information with the new setting and talk to you to confirm what information you want us to share with the new setting.

Between phases

The SENCO of the secondary academy will come into our academy for a meeting with our SENCO and the Year 6 class teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary academy timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Gradually increasing the amount of homework given to the child
- Completing additional transition sessions at the discretion of the secondary academy/school

16. What support is in place for looked-after and previously looked-after children with SEN?



Mrs Nicola Pilbrow is also our Designated Teacher for Looked After Children. She makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our academy should be made to the class teacher in the first instance. They will then be referred to the Trust Complaints policy which can be seen [here](#)

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion



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- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of how to contact this service can be seen [here](#)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at West Sussex local offer. West Sussex Local Authority publishes information about the local offer on their website:

<https://westsussex.local-offer.org/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://westsussex.local-offer.org/services/7-sendias-special-educational-needs-and-disabilities-information-advice-and-support-service>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – 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.
- **EHC plan** – an education, health and care 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.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND



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- **Graduated approach** – an approach to providing SEN support in which the 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
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages



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