SEND Information Report 2025 - 2026

The Holgate Academy is a fully inclusive mainstream Academy; all students are valued equally, regardless of where their abilities lie. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, The Holgate Academy is committed to equal opportunities. Students are encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning. A student is identified as having a Special Educational Need when his or her learning needs requires additional special educational provision to enable academic, social and emotional progress.

The information included in this report describes the Holgate Academy 'offer' for students with Special Educational Needs and Disabilities (SEND).

We welcome your feedback and involvement in the review of our offer, so please contact us if you would like to discuss anything within the report. The people to contact for the 2025/26 academic year are below:

Miss M Berry – SENDCO

Mrs S McLaughlin – Assistant SENDCO

Mr H Diamond – Principle

Mrs H Chauhan – Assistant Principal (Inclusion)

Kate Turner – SEND governor.

If you would like to look at the Nottinghamshire local offer, please **click here**.

Cognition and Learning needs

¬ Cognitive development, attainment / progress is at a lower level and majority of peers.
¬ Communication and participation, language and communication difficulties
¬ Curriculum access/Student participation, concentration and retention difficulties.
¬ Social Development, difficulties in making and maintaining friendships and relationships.
¬ Motor Skills, some delay in fine and gross motor skills.
¬ Self Help Skills, may need support to develop independence in organisational skills and personal care needs.

Communication and Interaction needs

¬ Language and communication difficulties.
¬ Social interactions.
¬ Curriculum access/student participation, difficulties following instructions and accepting adult direction.
¬ Unusual response to sensory stimuli.
¬ Flexibility of though, some support is needed to manage change in every day school situations.
¬ Uneven developmental profile.

Social, Emotional and Mental Health Needs

¬ Difficulty in understanding and participating in classroom activities resulting in limited progress.
¬ Social emotional needs displaying in anxiety.
¬ Disruption in emotional health and wellbeing impacting on learning.
¬ Unpredictable responses to learning tasks resulting in being uncooperative and/or emotional withdrawal.
¬ Some behaviour which may be injurious or endanger self/others.
¬ Difficulties making and maintaining friendships.
¬ Increasingly disruptive despite appropriate classroom strategies.

Sensory, Medical and/or Physical needs

¬ Where progress requires some additional support
¬ Has mobility needs or personal and intimate care plans
¬ Has a health care plan
¬ Has difficulty forming and maintaining friendships
¬ Communication and language difficulties requiring specialist support

To support any of the above learning needs there are a range of support strategies that are available within The Holgate Academy.

All students have access to

¬ Quality teaching first
¬ Differentiation within the classroom
¬ Dyslexia friendly classroom teaching
¬ ASD friendly classroom
¬ ADHD friendly classroom
¬ Attachment friendly classroom
¬ Visual Timetable
¬ Simple adaptation of communication
¬ Reasonable environmental adaptations
¬ Intervention groups
¬ Progress tracking and monitoring
¬ Mindfulness program
¬ Staff with a specialism in Mental Health - SEMH

Further support for some students may include

¬ Writing access materials
¬ In class informal support
¬ Group tracking and extended booster group
¬ Dyslexia screener
¬ Dyscalculia screener
¬ Parental meetings to discuss concerns
¬ Progress tracking and monitoring

Targeted individual support may include all of the above strategies plus

¬ Individualised differentiation (over and above usual teacher differentiation)
¬ Outcome-focussed directed use of Teaching Assistant time
¬ Regular planned meetings as part of the provision assessment review
¬ Extended use of groups or interventions with progress behind those at same age
¬ Targeted group and outcome focussed Wave 3 intervention
¬ Bespoke group arrangement to facilitate support
¬ Regular, sustained access to a range of intervention groups
¬ Bespoke alternative provision for Social, Emotional and Mental Health
¬ Targeted Start Well End Well and lunchtime clubs.
¬ 1-1 Key workers
¬ Withdrawal from classes for supported work
¬ Mentoring to support achievement
¬ 1-1 small group after school interventions (period 7)
¬ Agency intervention
¬ Tracking for Assess Plan Do Review
¬ Counselling
¬ Additional transition support including Summer School
¬ Medical agency support
¬ Wellbeing support incorporating Mental Health Wellbeing
¬ Support from the Educational Psychology service or Schools and Family Support Service

- Post 16 transition support
- Attendance support
- Bereavement support

How do we identify children with Special Educational Needs?

The identification of SEND should be built into the overall approach to monitoring the progress and development of all students. The Academy believes that each child and their parents have a right to be involved in making decisions and exercising choices. The Academy is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students. The Academy uses the graduated approach and staff make ongoing assessments throughout the year, with achievement coordinators and SENDCO regularly tracking student progress. We will intervene for those who are at risk of not learning or making sufficient progress. If a student is identified as having special educational needs or disabilities, we will arrange provision that is 'additional to or different from' the normal differentiated curriculum, with the intention of removing the barriers to learning.

Feedback on student progress is via termly reports and parents' evenings. Parents can track behaviour, homework and attendance via our online system. Parents can contact either the tutor, year leader or the SENDCo at any time to discuss their child's progress.

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

"**A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- **(a) have a significantly greater difficulty in learning than the majority of others of the same age**
- **(b) or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions**"

At Holgate Academy, we are committed to ensuring that all students have access to learning opportunities. We will intervene for those who are at risk of not learning or making sufficient progress. If a student is identified as having special educational needs or disabilities, we will arrange provision that is 'additional to or different from' the normal differentiated curriculum, with the intention of removing the barriers to learning.

How does the Academy assess SEND?

Every member of staff is responsible for assessing when a student presents with a difficulty in learning. The assessment of special educational needs will involve the student, their parents/carers and their teachers. The SENDCO will support with the identification of the barriers to learning.

Data will be used to help us accurately assess and plan for the needs of all students with SEND. The data used is a culmination of students' academic progress, standardised reading and spelling ages and diagnostic testing of strengths and weaknesses in maths and English.

The above information will form a starting point from which we can intervene and build a comprehensive picture of progress.

For some students, we may also seek advice from specialist teams.

Adapting the curriculum & interventions

All students in the academy are placed into appropriate classes according to their profile on entry. All teachers are expected to differentiate their teaching to match individual needs. Teaching Assistants provide additional support across all years to ensure students progress well. Further strategies to ensure children can access the curriculum include:

¬ Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback

¬ Providing regular CPD opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEN

¬ Using in-class provisions and TA support effectively to ensure that the curriculum is differentiated where necessary.

¬ Implementing Individual access arrangements for informal and external examinations

¬ Support for students with high levels on anxiety

¬ Holgate takes all reasonable steps to comply with and support the following;

o Section 69 of the Children and Families Act 2014

o Paragraph 3 of schedule 10 to the Equality Act 2010

o Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014

o Special educational needs and disability code of practice: 0 to 25 years

How does the Academy support students with SEND?
Every teacher is required to adapt the curriculum to ensure that students in their classes can access the learning.

Teachers at the Holgate Academy will use a variety of strategies to ensure that all students can access the curriculum. This might include:

- writing frames or other appropriate literacy support
- positive behaviour rewards system
- coloured overlays
- differentiated learning outcomes

Every learner identified as having Special educational needs or disabilities is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support offered is

dependent on the learning needs of the individual and is intended to enable access to learning by removing the identified barriers to learning.

The support available is described as a provision map, which describes the interventions and actions we take to support students with Special educational needs or disabilities across the different year groups.

The implementation of support is achieved using a graduated response of assess, plan, do, review, making sure provision is appropriate and effective.

At times there is a need to support SEND outside of the classroom. This can take a variety of formats:

- The Hub – the Hub is used to support students who may not be able to cope with a classroom environment or for those who are re-integrating back into school. Students are able to complete work set by their teachers in this small group environment with TA support, along with, being used for small group interventions
- Individualised curriculum – some students need to have a more individualised timetable to meet their needs. Any changes to timetables will be done in consultation with parents.
- Lunch club – some students find unstructured times at break/lunch difficult as a result of their needs. The Hub lunch club provides them a staffed area where they can go.

Other interventions which we use at the Holgate Academy are:

- 1:1 reading/small group reading
- Lexia
- Catch up literacy
- Catch up numeracy
- Social group
- Star reading
- Buddy reading
- Small group tuition
- Lego Therapy
- Mindfulness program
- Drawing and Talking

How will pupils with SEND be included in wider school activities?

As an inclusive school, every effort is made through the work of the Pastoral Team to ensure that all pupils are encouraged and feel able to participate in all activities offered as enrichment opportunities outside of the classroom. Pupils are considered on an individual basis according to their needs and support is provided appropriately.

Support for Transition

Communication between primary and secondary starts from Year 5 and before in some cases. Most students will attend transition week in Year 6 as well as a longer supported transition in year for those with special educational needs. We as a secondary academy will attend any meetings at the Primary School prior to transition to ensure a smooth and supported transition period. The SENDCo or SEND team will meet with identified parents prior to transition, to discuss the needs of their child.

Working with the support of agencies

The Academy works in partnership with the Educational Psychology service and the Support for Families and Schools Service. It also has a good professional working relationship with many outside agencies including Family Services, Health and Child and Adolescent Mental Health Service.

How accessible is the school setting?
The site building regulations comply with all relevant accessibility requirements. The building provides wheelchair access in some areas and accessible toilets. Four classrooms are allocated to form the Inclusion Faculty for pupils with SEND to access interventions, Accelerated learning, SEMH and The Hub.

How will the Academy help prepare my child to transfer to Post 16 education or to another school?
All students will have at least one post 16 options meeting and a careers meeting offered to them. These meetings will give students the opportunity to discuss their post 16 options.

Students will have the opportunity to take part in a week of work experience which will give them a taste of a working environment and can help to inform them about courses/careers which they might like to take post 16.

Students will receive support with completing sixth form/college applications.

How are the teachers at the Academy supported to work with children who have SEND?
The Academy will provide in service training (CPD) to keep staff up to date with developments in teaching practice, in relation to the needs of students with SEND. The SENDCO will attend relevant SEND courses, Family SEND meetings and facilitate/signpost relevant training opportunities for staff.

The Academy is involved in the following:

- Family SEND training and moderation
- Annual safeguarding training
- SEND Local Authority conference
- DAT TA conference
- Whole school safeguarding training
- Academy CPD training on SEND

Who to contact if you have a complaint?
If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Tutor, Year leader and SENCo, or a member of the

Senior Leadership Team who will be able to offer advice on formal procedures for complaint if necessary.

For further information

Please visit Notts Help Yourself Local Offer website.

Special Educational Needs and Disabilities Policy

The Holgate Academy SEND offer

https://www.diverseacademies.org.uk

Who are the best people to talk to about my child's SEND?
The SEND faculty is made up of a team of staff including a SENDCO and a team of highly qualified teaching assistants.
If you have a child who already has an identified special educational need or disability, the best people for you to contact for the 2025/26 academic year are:

Michelle Berry – SENDCO

Sarah Mclaughlin – Assistant SENDCO

Key worker allocated.

If you have initial concerns around your child having a special educational need or disability, you could contact one of the above, or your child's year leader:

Miss Richards – Year 7

Mr Pattullo – Year 8

Mrs Bassett – Year 10

Mr Randall – Year 11

All our polices can be found on our school web site www.diverseacademies.org.uk