



# Holbeach Bank Academy

*Principal: Mrs Susan Boor*

## **Special Educational Needs, Disability Policy**

**This Policy was adopted by Holbeach Bank Academy: November 2025**

**To be reviewed annually: Review Date: November 2026**

**SENDCO: Mrs Emma Fawcett**

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## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our Academy fully implements national legislation and guidance regarding pupils with SEND
- Set out how our Academy will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into adulthood
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

At our Academy we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

The Special Needs and Disabilities Register at the Academy (November 2025) shows that just over **31%** of pupils have significant learning difficulties in cognition and learning (such as in acquiring literacy or numeracy skills); sensory and/or physical difficulties; social, emotional and mental health

difficulties; or communication and interaction difficulties. For some pupils these difficulties can co-occur.

The SEND Team endeavour to support and include all SEND learners, encouraging self-esteem, self-confidence and independence, as well as fostering an understanding of their learning barriers giving strategies to overcome these where possible.

## 2. Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

## 3. Inclusion and Equal opportunities

At Holbeach Bank Academy we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the Academy environment, to make sure that pupils with SEND are included in all aspects of Academy life.

## 4. Definitions

### 4.1 Special educational needs and disabilities

A pupil has SEND if they have a need that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools and Academies.

**Special educational provision** requires provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, this may cover the four areas of need identified in section 1.

### 4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental barrier that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 4.3 The four areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that are categorised across more than 1 area, these needs may change over time. We look at the core area of need as being the area that is creating the biggest barrier at any one time.

Interventions will be selected appropriately for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall into this category.</p> <p>This area would be supported in-house through SENDTAs promoting speech and language or through a WELLCOMM assessment. In some cases, it may be necessary to refer to the Speech and Language service or to the Working Together Team (Autism Outreach Support).</p>
Cognition and learning	<p>Pupils with learning difficulties usually have clear barriers to their learning in relation to their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact one or more specific aspects of learning, these would be identified by the Academy's SENDCo given the evidence from progress data and in-house assessments.</li><li>• Moderate learning difficulties, these would ideally be identified by an outside agency such as; the Specialist Teaching Team.</li><li>• Severe learning difficulties, these would be identified by an outside agency again such as; a Specialist Teacher or an Educational Psychologist.</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. It is likely that these would be identified by a paediatrician.</li></ul>

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as; anxiety, depression or an eating disorder.</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</li> <li>• Suffered adverse childhood experiences.</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. These needs would often be supported through the behavioural of the Emotional Based School Avoidance PSP ladders.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that creates a barrier for them being able to access the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment.</li> <li>• A physical impairment.</li> <li>• Hyper or hypo sensitivities towards sensory releases.</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. Roles and responsibilities

### 5.1 The SENDCO

The SENDCO at our Academy are Emma Fawcett.

They will:

- Work with class teachers at the earliest stages of identifying additional needs and informing parents of these concerns.
- Work with the Principal, Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and provision across the Academy.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.

- Liaise with previous providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Senior Leadership Team and Academy governors to make sure the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the Academy keeps its records of all pupils with SEND up to date and accurate.
- With the Principal and Senior Leadership Team, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the Academy's plan for continuous professional development.
- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the Academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the Academy's SEND information report and any updates to this policy.
- With the Principal and teaching staff, identify any patterns in the Academy's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Oversee the effective management of EHCP's including staff deployment and carrying out Annual Reviews.
- Provide an annual report to the Governing Body to outline trends within SEND.
- Advise the LA when a pupil needs an EHCP needs assessment, or when an EHC plan needs an early review with the support of the Principal.

## 5.2 The governing board

The governing board will:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they require.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.

### **5.3 The SEND link governor**

The SEND link governor is Miss Stacey Gilman

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the Academy and update the governing board on this.
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision within the Academy.

### **5.4 The Principal and Academy Lead**

The Principal will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the Academy.
- Work with the SENDCO and Academy governors to make sure it meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the Academy notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENDCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the Academy plan for continuous professional development.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the Academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCO and teaching staff, identify any patterns in the Academy's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

### **5.5 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil and identifying potential barriers to promote progress.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the Key Stage Leader to review each pupil's progress and development, and decide on any changes to provision. Discussions with SENDCo where progress of identified pupils is a concern.
- Ensuring they follow this SEND policy and the SEND information report.
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them through the IEP process.
  - Identify the responsibilities of the parent, the pupil and the Academy.
  - Listen to the parents' concerns and agree their aspirations for the pupil.

## **5.6 Parents or carers**

Parents or carers should inform the Academy if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of support outside the Academy and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with Academy staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress as well as IEPs three times a year.

The Academy will take into account the views of the parent or carer in any decisions made about the pupil.

## **5.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings, where it is appropriate to do so.
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible and appropriate to do so.

## **6. SEN information report**

The school publishes a SEN information report on its website annually, which sets out how this policy is implemented within the Academy.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **7. Our approach to SEND support**

### **7.1 Identifying pupils with SEND and assessing their needs**



We will assess each pupil's current skills and levels of attainment when they start at the Academy. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any pupils:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the Academy and:

- Their previous setting has already identified that they have SEND, i.e. their Primary or previous Secondary School
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the Academy will work in a multi-agency way to make sure we get relevant information before the pupil starts, so support can be put in place as early as possible.

## **7.2 Consulting and involving pupils and parents**

The Academy will ensure pupils and parents are consulted regarding decisions made about special educational provision.

When identifying whether a pupil needs special education provision, early discussion with pupils and their parents are conducted. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Any concerns the parents have are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's records.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

## **7.3 The graduated approach to SEND support**

Once a pupil has been identified as having SEND, action is taken to remove any barriers to learning, and effective special educational provision is put in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The Academy may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the support provided and any teaching strategies or approaches that are needed. This will be recorded through the IEP process.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home, this will be communicated through their child's EHCP.

### **3. Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 intervention away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's barriers and how to potentially overcome these.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **7.4 Stages of support**

### **School-based SEN provision (Stage 1)**

Pupils receiving SEN provision will be placed on the academy's SEND support register. These pupils have needs that can be met by the academy through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

## **School-based SEND provision with additional agency involvement (Stage 2)**

Pupils who are causing a concern at level 1 and require further expertise or a possible diagnosis would be categorised at this level. This could also include in house processes such as PSP's or EBSA's.

## **Education, health care plan (EHCP) pre-assessment (Stage 3)**

If an application has been made to the local authority towards an EHCP the pupil is categorised at this level. The request for an EHCP could be made by the SENDCo, parents or other professionals such as; Social Workers or Health Visitors.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

## **Education, Health and Care (EHC) plan (Stage 4)**

Pupils who need more support than is available through the Academy's in-house SEND provision may be entitled to an EHCP plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the Academy's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **7.5 SEND provision**

A few learners may require an individualised and alternative timetable to take into account extreme learning difficulties, mental difficulties, physical difficulties, emotional or behavioural difficulties, or problems with communication and interaction within the classroom. These are reported to the Local Authority and would be in support of additional agencies.

Reasonable adjustments are made where possible to accommodate all children to overcome any barriers their additional needs may cause. This could be differentiation, the addition of pictorial resources, adapted resources, specific resources. Specific interventions are also run to help to support individuals.

For learners with EHCPs, teachers are informed about the outcomes on a learner's EHCP and are asked to comment on the progress made before each annual review. Parents/guardians are required to comment on the support supplied at the schools to help the learner to set new long-term targets. The child's key worker is an integral part of this review.

Read write Inc phonics runs a tutoring programme alongside the phonics programme. Where children are finding reading challenging, the tutoring programme may be used. For upper KS2 the Fresh Start programme is used and designed to accelerate learners' reading, writing and comprehension. Learners are taught in small groups to provide the greatest impact for the children.

The Academy has a central space known as the library. This is an area which is divided into zones of regulation should children need a short time out of the classroom to re-regulate and then re-join peers. The library is also used as an intervention space during allocated periods of the day.

As an Academy we use Widget which provides pictures to support children's understanding of vocabulary. This is used throughout the Academy and provides a supportive tool for pupils to access the curriculum. This can be used to teach topic specific vocabulary or to make scaffolds to support children's work.

Working closely with the SEND team is the Pastoral Team who further break down barriers to learning. The Pastoral team offer interventions such as; Lego Therapy, ELSA, and Draw and Talk. Many pupils on the SEND support register will often also work with the pastoral team at some point.

As an Academy both the Pastoral and SEND team work together in the mornings to offer sensory circuits to a small group of children who require a focused start to the day. This is run in small Key Stage groups.

## **7.6 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps.
- Carrying out the review stage of the graduated approach in every cycle of SEND support.
- Monitoring by the SENDCO.
- Holding annual reviews for pupils with EHCP plans.
- Team meetings among the Pastoral and SEND teams.
- Getting feedback from the pupil and their parents.

## **8. Expertise and training of staff**

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

## **9. Links with external professional agencies**

The Academy recognises that through the graduated approach it is sometimes necessary to . Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or community paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Healthy Minds
- Education welfare officers
- Social services
- Sensory Support Services
- The Pupil Reintegration Team
- The Local Authority (ASK SALL)
- Play Therapists

## **10. Complaints about SEND provision**

Where parents or carers have concerns about our Academy SEND provision, they should first raise their concerns informally with the SENDCOs. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents or carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our Academy should be made to the Principal in the first instance. They will be handled in line with the Academy complaints policy, available on the Academy website.

If the parent or carer is not satisfied with the Academy's response, they 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](#).

To find out about disagreement resolution and mediation services in our local area, Lincolnshire Liaise, [liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk)

## **11. Monitoring and evaluation arrangements**

### **11.1 Monitoring the policy**

This policy will be reviewed by Emma Fawcett **annually**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board annually.

## **12. Links with other policies and documents**

This policy links to the following documents, available on the academy website:

- SEND information report
- Accessibility plan
- Behaviour and Well-Being Policy
- Equality and Diversity Policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Health and Safety Policy
- Children with Health Needs Who Cannot Attend School Policy
- Pupil Premium Policy
- Complaints policy
- EVC Policy