



SEND Information Report

01/09/2023

WORK HARD | BE KIND | JOIN IN

This report is designed to inform you of the types of support available for your child at Holyrood Academy and should be read in conjunction with the school's SEND Policy which can be found in the policies section of the website.

It will help you understand who can help and how this help can be accessed.

This report has been co-produced with staff, parents, carers, students and governors (September 2023)

Our School Vision

Holyrood Academy has existed to serve its community since 1910. Above all, we exist to promote social mobility and social justice for all regardless of ability, need or background.

Our Shared Vision for Inclusion

Our vision for inclusion builds on the school's vision by ensuring that curriculum planning, assessment and teaching and learning for children and young people with special educational needs and disabilities takes into account and makes reasonable adjustments for these needs. This is achieved through knowledge and understanding of each student as an individual.

Children and young people identified as having SEND needs will receive provision that is additional to and different from the quality first teaching delivered in the classroom. Holyrood is committed to delivering a broad and balanced curriculum to all students as set out in the academy's teaching and learning policy.

What are the views of Holyrood Academy staff on inclusion?

‘I am proud to lead a truly inclusive school in which every child is equally valued and important. We really do have high aspirations for every one of our children.’ D MacCormick

‘Leaders are working towards a future where we have erased all barriers posed by SEN and all students have equal opportunity to succeed and achieve their true potential regardless of background or disability.’ - K Wilsher

‘Provision, such as learning passports, help us as staff 'hear' the voice of the student and what strategies that they, as individuals, find works best for them in the classroom. This enables lessons to be truly inclusive and a place where all can thrive.’ J Lowe

‘As a teacher at Holyrood I can say how brilliant it is to see students overcoming any learning barrier to achieve success. When we all work together, amazing things happen. I have had the privilege of learning from some exceptional students.’ S Brammeld

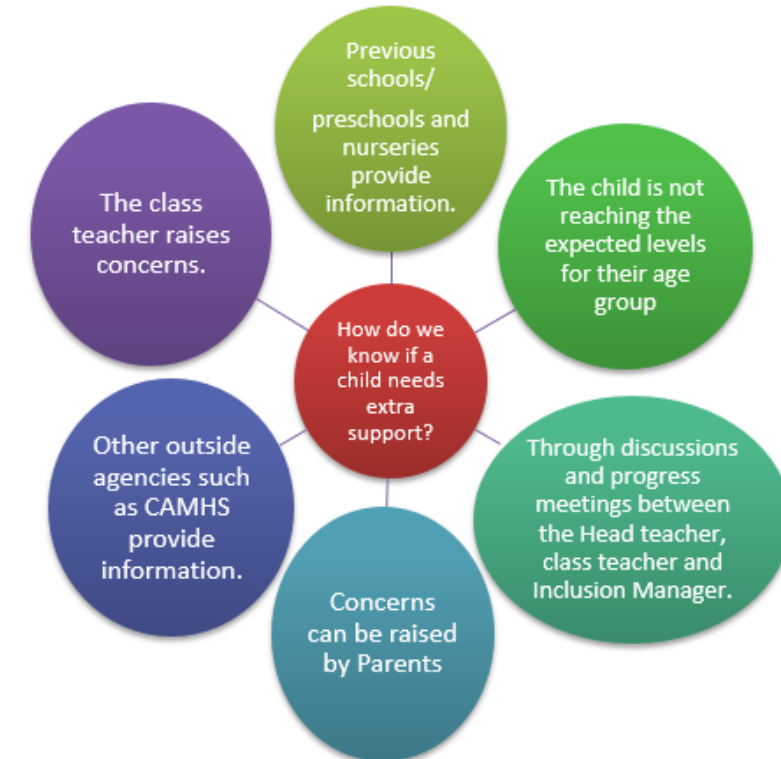
‘Inclusion is at the heart of everything we do at Holyrood. Staff work tirelessly to ensure that all students feel welcome, safe and cared for.’ J Wilson

‘We will work to enable all to become happy, confident and curious individuals with a smooth transition into adulthood.’ J Welsh

How does the school know if a young person needs extra help?

- A student may be identified as having Special Educational Needs (SEND) at any stage during their education. This may be a long term difficulty or disability requiring specific intervention or something new that develops during their time at Holyrood Academy
- Prior to entry to Holyrood Academy, we will liaise with key staff from your child's previous educational setting in order to gain essential information that allows us to understand and plan for your child's needs.
- Information may also come from a variety of other sources:
 - An Education, Health and Care Plan (EHCP)
 - An officially recognised diagnosis requiring SEND provision
 - Involvement from external agencies/professionals
 - Results from diagnostic or standardised tests
 - Holyrood Academy's own assessment framework

- Staff observations
- Parental concerns
- Student/child self-referral



Definition of Special Educational Needs

(taken from SEND Code of Practice: 0 to 25 years – January 2015)

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

(6.15 pg 94)



Department
for Education

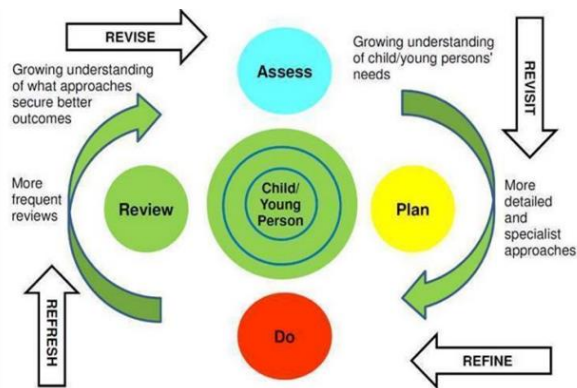
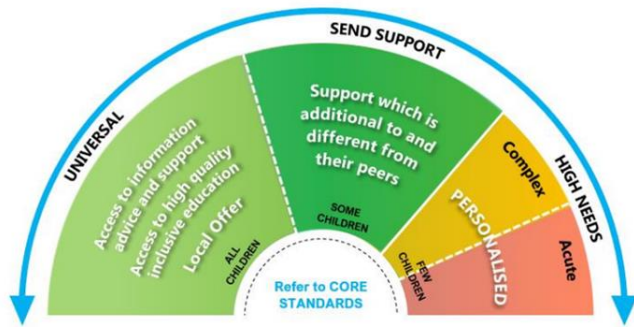


Department
of Health

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

Statutory guidance for organisations who
work with and support children and young
people with special educational needs and
disabilities

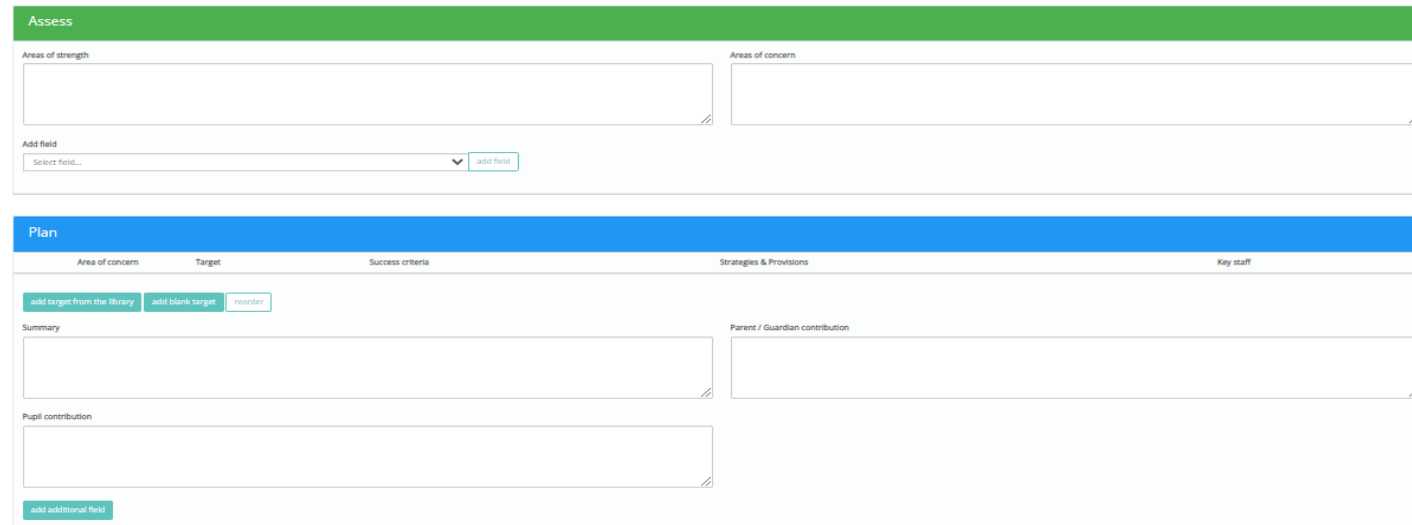
How is the decision made about how much support my child needs?



- The school follows a 'Graduated Response' to identifying students' needs and how much support is required.
- This begins at the 'monitoring' stage for students with an identified need/concern that can be met with provision that is available to all students (universal provision). This is overseen by the SEND team.
- Progress is monitored through an 'Assess, Plan, Do, Review' process that measures the impact of any intervention/strategy and plans appropriate future support.
- If support which is additional to and different from their peers is required, this sits within the school's 'SEND Support' stage. This is overseen by the SENDCo.
- If a student has complex/acute needs, this sits within the school's 'High Needs' stage and usually means that a student requires an Education, Health and Care Plan to support their needs and identify specific provision.

How will Holyrood Academy support my child?

- School staff will support individuals at a level appropriate to their needs through high quality teaching and adaptive practice within the classroom.
- We aim to ensure the fullest possible access to the curriculum for all students and a SEND Support plan may be needed along with a student Passport to share appropriate strategies with school staff to ensure this is able to happen.
- The SEND Support Plan will also be used to establish a small number of personal outcomes/aims and agree actions for everyone involved, including the student These will then inform staff's planning and focus support for each student.



The screenshot displays a digital form for a SEND Support Plan, divided into two main sections: 'Assess' and 'Plan'.

Assess Section: This section has a green header. It contains two large text input fields: 'Areas of strength' on the left and 'Areas of concern' on the right. Below these fields is an 'Add field' section with a dropdown menu labeled 'Select field...' and an 'add field' button.

Plan Section: This section has a blue header. It features a table with five columns: 'Area of concern', 'Target', 'Success criteria', 'Strategies & Provisions', and 'Key staff'. Above the table are three buttons: 'add target from the library', 'add blank target', and 'reorder'. Below the table, there are two large text input fields: 'Summary' on the left and 'Parent / Guardian contribution' on the right. At the bottom left, there is a 'Pupil contribution' field and an 'add additional field' button.

What do Holyrood Academy staff say are their responsibilities with regards to inclusion?

- ‘All leaders at Holyrood are first and foremost leaders for children from potentially vulnerable groups, such as those with SEND. They are our first priority.’ D MacCormick
- ‘Our most vulnerable students must be front and centre of every piece of planning we do as a staff. If we get it right for them, we get it right for all.’ K Wilson, SENDCo

What provision is there for SEND students at Holyrood Academy?

- There is a wide range of provision available at Holyrood Academy or students with SEND. TA support in the classroom to support the delivery of quality first teaching is key to this but we also have the Academic Recovery Centre- a dedicated classroom for interventions and study support, a dedicated classroom for literacy interventions and time out and sensory spaces to support students’ mental health and sensory needs.
- Please see the school’s provision map for more details of the provision we are able to offer. [HA Provision Map Sept 2022.docx - Google Docs](#)

Area of Need	Wave 1 Quality First Teaching using differentiated strategies and delivery methods recognising that all teachers are teachers of SEN	Wave 2 Provision that is ‘additional to and different from’, managed by depts	Wave 3 Support specifically linked to an individual’s targets, managed by SENCo
Cognition and Learning Needs	Chunking: • Provide written, bullet-pointed instructions for longer tasks on a mini whiteboard. • Divide tasks into <u>sub-sections</u> with clear timeframes. • Use a timer to promote task completion. Reduce cognitive load:	TA support EAA- extra time, scribe, laptop Access to Time Out via triage	Intensive TA support 60-90% External Agency involvement The HUB – Study Support Lexia Intervention Intervention to increase fluency in phonics and reading/spelling e.g precision teaching Text to speech and speech to text

What kinds of SEND are provided for at Holyrood Academy?

Cognition and Learning

- Specific Learning Difficulties (SpLD)
- Dyslexia, Dyscalculia, Dyspraxia
- Moderate Learning Difficulties (MLD)
- Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Attention Deficit Hyperactivity Disorder (ADHD)
Attachment Difficulties
Self injury
Oppositional Defiance Disorder (ODD)
Mental illness – depression/anxiety

Types of Special Educational Needs

Communication and Interaction

Speech, Language and Communication Needs (SLCN)
Autistic Spectrum Disorder (ASD)

Sensory and/or Physical

Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability (PD)
Motor skill difficulties

How will the school's approach be adapted to match my child's needs?

- Most students will follow the same curriculum as their peers, with teachers altering the lesson content to take account of your child's learning needs.
- Support staff will support with your child's learning within the classroom.
- Specific resources and strategies will be used to support your child individually and/or in groups.
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.
- Where appropriate we will offer a differentiated behaviour management plan for your child in line with professional advice.
- Teachers will liaise with the SENDCo, your child's year leader, the relevant Head of Department, their identified keyworker and their tutor to personalise their approach and ensure your child's progress.

How will I know what progress my child is making?

- Individual progress for any student can be affected by a number of factors, meaning that it can vary from year to year highlighting the need for a graduated response. At Holyrood Academy, we track each student's progress from the baseline information we collect on entry to the school. All staff are therefore aware of the expected rates of achievement for each individual.
- 'Progress' does, of course, include success in non-academic areas such as life skills, social and emotional development, etc. and this is equally monitored and targeted.
- In addition to the school's usual reporting process, students with SEND may also have:
 - Annual Review meetings (for students with an Education, Health and Care Plan)
 - Early Annual Reviews if necessary
 - Interim progress meetings
 - SEND reviews
 - Meetings with outside agencies
 - Parents evenings
 - Specific meetings with other relevant members of staff
- Students may also be allocated a keyworker (a member of the SEND Team) and they will be in regular contact with you, reviewing progress and negotiating targets on the SEND Plan. Together with the SENDCo, they will advise teaching staff on strategies to support your child in mainstream classes and liaise with any outside agencies who may be involved.



What support will there be for my child's overall wellbeing?

- Holyrood Academy is committed to the well being of your child in every aspect of their education. Your child's tutor is their daily contact and check in and they are supported by their Year Leader
- There are a wide variety of social and extra-curricular activities available to support your child's social and personal development. All children are encouraged and welcome to join clubs and trips.
- We have a unique personal development programme for all year groups taught once per fortnight and enrichment opportunities built into the curriculum from year 7 choir to the Duke of Edinburgh's Bronze Award in year 9.
- Mr Jon Scott, our Designated Safeguarding Lead and Mrs Lucy Roberts, our Safeguarding and Mental Health team Lead are responsible for:
 - Mrs Down and Mrs Haynes- Safeguarding
 - Mrs Herfet and Mrs Dalton- Student Mental Health Team
- Tutors and Year Leaders are able to make a referral to the Student Mental Health Team for any student who needs support. Holyrood run a variety of proactive group-based and 1:1 interventions.

What specialist services are available to support my child?



- Within the SEND Support Team, staff have specialist knowledge in dyslexia, autistic spectrum conditions, speech and language disorders and physical/sensory needs. The staff also have considerable experience supporting students with dyspraxia, dyscalculia, general learning difficulties and all aspects of social, emotional and behavioural difficulties.



- Additional agencies supporting the school include but are not limited to:
 - Educational Psychology Service (EPS)
 - NHS Mental Health Support Team (MHST) & Child and Adolescent Mental Health Service (CAMHS)
 - School Nurses
 - Children and Young People's Therapy Service (including Speech & Language Therapists, Physiotherapists, etc)
 - An external counsellor who is trained in GIFT work
 - Local Authority Advisory Teachers – including Virtual School and Learning Support Team (VSLST) & Ethnic Minority Achievement Service (EMAS)
 - Education Safeguarding Service (ESS)
 - Local Pupil Referral Unit (PRU)/Special School Outreach



What training is made available to staff supporting students with SEND?

- High quality training for staff to enable them to support students with SEND is essential. Holyrood Academy constantly reviews our on-going programme of whole school training to take into account the current needs of students, changes in legislation or recommended provision.
- We are supported in providing training to staff by outside support agencies such as the Educational Psychology Service and the Learning Support Team.
- Recently, staff have received training in: Executive Functioning, TEAM TEACH, Supporting Students with ADHD, Precision teaching, SCERTS (Social communication, Emotional regulation and Transactional support)

How accessible is the school environment?

- Most areas of the school are accessible, especially our newer buildings, and we continue to improve our facilities by making the reasonable adjustments necessary to accommodate all of our students.
- Timetables and rooming can be adjusted to enable full access to the curriculum.
- Please see the school's Accessibility Plan for more details.

<https://holyroodacademy.com/userfiles/downloads/757/Accessibility%20Plan%20UAT%202020-22.pdf>



How will my child be included in activities outside of the classroom?

- Students with SEND are supported and encouraged to be fully involved in all aspects of school life. We will never deny access to an extra curricular activity on the basis of a student's disability. We offer a wide range of clubs and extra-curricular activities from sports to crochet.
- Individual arrangements (and risk assessments if necessary) are planned in advance to ensure they can be appropriately included on trips, offsite activities and extra-curricular events.
- For those students unable to participate in the usual curriculum sporting activities reasonable adjustments will be made to ensure that everyone can access the PE curriculum.

How will I be involved in decision making and planning for my child's education?

- We value the relationships we have with parents and carers and feel that working in partnership with them is invaluable to ensuring a child's education is as successful as it can be.
- We fully welcome parents and carers to be as involved as they can be in any decision making about their child and in addition to the opportunities already mentioned, there are additional opportunities to meet with staff and be part of the planning for your child's education:

Open evenings

Year 6/7 transition planning

Meetings with tutors/subject teachers

Year 10/11 6th form taster sessions

Year 9 Options evening

Post 16 transition meetings

Individual careers advice

SEND review meetings/ annual reviews

How will my child be involved in decision making and planning for their education?

- In line with the SEND Code of Practice, Holyrood Academy takes a 'Child Centred' approach which means that as well as taking into account the views and wishes of parents and carers, children and young people are encouraged to express their needs, wishes and goals.
- We try to make it easy for children and young people to understand and make sure we use clear, ordinary language and images, rather than 'professional' jargon.
- Our approach means we focus on the child or young person and not their SEND label and ensure their voice is represented and heard.
- This means we aim to highlight a young person's strengths and capabilities and enable them to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- This helps us to tailor support to the needs of the individual.

How will the school support my child during transitions?

- Holyrood Academy staff will liaise closely with your child's outgoing school to obtain a clear picture of their individual needs.
- If this is their primary school, transition meetings will be arranged with the primary SENDCo, our SENDCo and the future year leader 7 during the Summer Term before they move. It may also be appropriate for relevant staff to attend your child's Year 6 Annual Review/SEND Support Review if they have one.
- Other services involved in your child's support (e.g. outside professionals, PFSA, etc) will also be consulted and we will meet with you and your child to get to know you both better and a transition plan may be produced. This could include additional visits to Holyrood and information being shared with you so that you can become familiar with Holyrood's environment, structure and staff.
- If needed, a SEND support plan will be written with all of the information we gather to inform teaching staff of your child's needs and additional training provided where necessary.
- A similar process occurs when considering Post 16 pathways and your child gets ready to move to the next stage of their education. Planning for this begins with our Careers Advisor making contact with you and your child to begin a discussion of possible placements/courses available.
- An Annual Review/SEND Support Review will be held during the Summer Term of Year 10 or Autumn Term of Year 11 and staff from our 6th form or appropriate college will be invited to attend.
- Additional visits to college sites can be arranged and Holyrood staff will be happy to support with these.
- Ongoing guidance from school staff continues throughout Year 9, 10 and 11, including support for tailor-made work experience placements in Year 10.
- Whenever your child moves on from Holyrood, their new setting will be provided with detailed documentation on their needs, staff will attend a transition meeting and support any transition plans.

How will the school support my child in the Sixth Form?

- If your child wishes to follow a Post 16 pathway at Holyrood Academy, the same level of support will be in place as during their earlier years.
- Following transition, we will support your child to ensure that the courses they have selected and started are appropriate for them.
- We will ensure that exam access arrangements are in place as required.
- We will give priority access to careers support and support through the application process for University or other Higher Education as best suits them.
- We will work with you and your child to ensure that their transition out of the sixth form into their next phase, whether university, apprenticeship or employment is informed and successful.

Who should I contact for more information or if I am concerned about my child?

- Your child's tutor should always be your first point of contact. They can then direct your concern to the right member of staff or escalate to their year leader if necessary.
- If your child has a keyworker, they can also provide you with more information or listen to the concerns you have about your child.
- Mrs Katie Wilson is Holyrood Academy's SENDCo. She is responsible for the day-to-day operation of the SEND Policy. She can be contacted on kwilson1@holyrood.bep.ac.

How will Holyrood Academy advise me if they have concerns about my child?



- If we have concerns about any aspect of your child's school life, the most appropriate member of staff will contact you. This may be your child's tutor, year leader, keyworker, SENDCo, Deputy SENDCo or a member of the school's Senior Leadership Team.
- Staff may also use other opportunities such as your child's school report or parents evening to let you know about any concerns.
- If appropriate, the 'Assess, Plan, Do, Review' process will be used as part of the school's 'Graduated Response' to identify what needs to change and put in place support/strategies to help make this happen.
- In line with the SEND Code of Practice, we will always inform parents/carers if special educational provision is being put in place for your child and they are being placed on the school's SEND register.

What support does Holyrood Academy have for me as a parent of a child with SEND?

- Your child's tutor/class teacher, Year Leader, keyworker or SENDCo will be happy to offer any support they can.
- If necessary, they can refer you to the school's Parent and Family Support Advisor (PFSA) for additional support.
- We can also signpost/refer you to other specialist support services such as the Family Intervention Service (FIS), the Children's Autism Outreach Service (CAOT) or Somerset's Special Educational Needs and Disability Information, Advice and Support (SENDIAS).

Who can I contact for additional support or further information?

- Somerset's SEND Local Offer
- Somerset SENDIAS (Independent advice on SEND matters)
- Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)
- (IPSEA) Independent Provider of Special Education Advice
- Somerset Parent Carer Forum



IPSEA



Somerset Parent Carer Forum C.I.C



What if my child's needs are complex and I feel they can no longer be met by Holyrood Academy's provision?

- Where students have more complex needs, we would always do our best to make reasonable adjustments and devise an appropriate plan to meet their needs.
- We recognise however, that as a mainstream setting, it may not always be possible to fully meet the needs of every child and that sometimes this may mean that a move to an alternative/specialist provision is in the best interests of your child. We understand that this can be an upsetting and confusing time for families therefore we will:
 - Support you in understanding the process of an Education Health and Care Plan application if your child doesn't have one or arranging an 'Early Annual Review' if they do, so their placement can be reviewed.
 - Put you in touch with support services that may be able to help.
 - Ensure we follow the advice laid out by specialist professionals.
 - Liaise closely with staff at your child's new school should one be identified to ensure the transition is as smooth as possible.

What should I do if I am not satisfied with a decision or what is happening?

- Your first point of contact is always the person responsible – this may be your child’s tutor, our PFSA, the SENDCo, our Designated Safeguarding Lead or the Head Teacher.
- You are encouraged to speak to them first and explain your concerns.
- If you are not satisfied that your concern have been addressed then please ask for the contact information for their line manager.
- If you still feel the issues are unresolved, then please follow the school’s Complaints Procedure:
<https://holyroodacademy.com/userfiles/downloads/581/Complaints%20Procedure,%20UAT,%20revised%20Sept20.pdf>
- If your concern is with the Local Authority, then please contact the Somerset Parent Carer Forum or the Special Educational Needs and Disability Information and Advice Service.

Who has contributed to this report?

Signed on behalf of Holyrood Academy

_____ Dave MacCormick (Headteacher)

_____ Katie Wilson (SENDCo)

This report was presented to and approved by the school's Senior Leadership Team on 04/07/2023

Signed on behalf of Holyrood Academy's Governing Body:

_____ Kate Yamada (Chair of the Governing Body)

_____ Kate Yamada (SEND Governor)

This report was presented to the school's Governing Body on 17/7/2023 and approved by them on 17/7/23

Who has contributed to this report?

Parents, Carers, External Professionals and students were consulted on this report during September 2022

- ‘My teachers have always supported me during my time at Holyrood’- Luke, yr 13
- ‘I feel very happy at school’- Sean, yr 8
- ‘What is happening with SEND at Holyrood is really exciting’- K Lowther, Educational Psychologist
- ‘We are astonished at the progress our child has made thanks to the support he receives’- Parent of year 9 student