

SEND Information
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SEND Administrator – Amy Priestman

Date of last review: September, 2025

Date of next review: September, 2026

Definition of Special Educational Needs (SEN)

“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;
or
- b) 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.”

SEN Code of Practice 2014

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff, support staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

Note: We have made the decision to maintain the information we utilised during the Covid-19 Pandemic and subsequent lockdowns as an appendix to this document, as an example of what may be in place, should there be another national lockdown.

1. Special Educational Needs for Which Provision is Made

Winifred Holtby Academy currently supports children who have a range of special educational needs and/or disabilities (SEND). The Code of Practice 2014 describes four broad areas of SEN(D)

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, emotional and mental health and well-being, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health, e.g. attachment difficulties.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The academy has direct experience of supporting children with all of the above, with the exception of PMLD, but especially ASD and VI.

2. Policies for the identification and assessment of students with SEND.

- a) Transition information provided by the primary schools or previous schools of students.
- b) Any assessments made on entry to the school, or during the school year on a whole school basis. This may include reading tests, standardisation testing or CAT (cognitive ability test) testing.
- c) Any targeted assessments done on students with suspected special educational needs on entry to the school, e.g. dyslexia screening.
- d) Details of any referral process whereby teachers/pastoral team are encouraged to raise concerns with the SENDCo regarding the performance of pupil who they suspect of having special educational needs.
- e) Observations from SEND staff.
- f) Students who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist (EP), Integrated Physical and Sensory Service (IPaSS), Northcott Outreach and/or Speech and Language Therapy Services.

3. Policies for making provision for students with SEND

The policies outlined in this section apply to all students with SEND, whether or not they have Education, Health and Care (EHC) Plans.

- a) The academy closely monitors the progress of all students, including those with special educational needs and/or disabilities. The effectiveness of the provision for these students is evaluated by ensuring that they make adequate progress. This will be reviewed at CAD (Common Assessment Data) points by class teachers in collaboration with the SENDCo, parents and the students themselves.
- b) Students who are receiving support that is additional to, or different from their peers, due to special educational needs and/or disabilities, will be assessed on a regular basis in all their subjects in line with the whole academy policy of assessment of progress. In addition, these students may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- c) The approach to teaching students with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Winifred Holtby Academy are (this list is not exhaustive):

- (i) Interventions at KS3 for a pupil's specific need, e.g. literacy/numeracy/social skills, where students are withdrawn from lessons to work in small groups on a variety of interventions dependent upon their specific need.
 - (ii) Interventions at KS4, where students continue to receive targeted support, dependent on need instead of one of their option subjects to aid progress for them across the curriculum.
 - (iii) Interventions for Speech and Language, as well as the development of a pupil's social communication and interaction.
 - (iv) In-class support from a teaching assistant (TA), where a higher level of support is required.
 - (v) Children with significant additional needs and vulnerabilities take part in a nurture group for a percentage of their lessons, where they work in a small class.
 - (vi) Life skills sessions for students in KS3 and KS4 that support independent living when students transition to Post-16 provision.
 - (vii) Ensuring that the pupil has access to examination arrangements if they meet the criteria, e.g. additional time, reader, scribe, laptop, modified materials.
- d) For those students who have significant, complex additional needs and vulnerabilities, a nurture provision is provided in all years. Students who will benefit from this approach study a differentiated curriculum as well as receiving additional literacy, numeracy, or specific SEND interventions to meet their need.
- At KS4, a differentiated curriculum is provided (e.g. Life Skills), designed to allow students with a variety of needs to be able to access learning and qualifications at a level appropriate to their abilities.
- e) Additional support for students with SEND is provided in the form of (but not limited to):
- (i) Small group withdrawals for literacy and numeracy
 - (ii) Small group withdrawals for communication and interaction interventions
 - (iii) Small group withdrawals/1:1 work for social, emotional and mental health
 - (iv) In-class TA support
 - (v) Social skills groups where appropriate
 - (vi) Speech and Language therapy
 - (vii) Physiotherapy
 - (viii) Intimate care needs
- f) Lunch time clubs are offered covering a variety of activities for all students, but especially for students who find unstructured time difficult to manage.
- For some students, in a small number of cases, it may be necessary to provide supervision during unstructured times.
- A variety of inclusion sports activities are held throughout the school year and students with special educational needs and/or disabilities are encouraged to participate. Such students also take part in regular extra-curricular activities, for example school productions.
- g) Additional support is provided for students requiring emotional and social development in the form of social skills groups, a pastoral system that operates for all students in the school including those with special educational needs. This system allocates each child a key worker with whom they meet regularly to discuss any problems and successes that the child may have. Further support groups are available as they may be required.
- h) Some students may require additional interventions by Alternative Providers. These provisions are closely monitored by the Academy to ensure that the students learning needs are being met, as well as their special educational needs and/or disabilities.

4. Our approach to teaching and learning

At Winifred Holtby Academy, we place great emphasis on valuing the individuality of all our students.

We are committed to giving all our students every opportunity to achieve the highest standards and to do this, our starting point is planning a curriculum that meets the specific needs of individuals and groups of students. We do this through overcoming potential barriers to learning and focusing on outcomes and assessment. We provide curriculum opportunities to meet the needs of individual or groups of students and provide access to the life of the Academy for all students. (This includes speech and language therapy, physical management programmes, pupil listening services, circle time, counselling services, anger management, and behaviour modification programmes.)

Our Academy aims to be an inclusive school. This means that equality of opportunity must be a reality for all our students. We make this a reality through the attention we pay to the different groups in our academy, including students with special educational needs and/or disabilities.

Teachers ensure that the work for these students:

- a. takes account of their pace of learning and the equipment they use;
- b. takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- c. is adapted or offers alternative activities in those subjects where students are unable to manipulate tools or equipment, or use certain types of materials;
- d. allows opportunities for them to take part in educational visits and other activities linked to their studies;
- e. uses assessment techniques that reflect their individual needs and abilities.

5. Contact details of the SEND coordinator.

- Director of Learning Support (SENDCo): Eleanor Wilkie
- SENDCo: Yvonne Gardiner
- Deputy SENDCo: Natalie Drury
- SEND Manager: Sharon Crees
- SEND Administrator: Amy Priestman
- Contact telephone number: 01482 826207 ext. 3219
- Email: enquiry@winifredholtbyacademy.com or send@winifredholtbyacademy.com

6. Expertise and training of staff in relation to children and young people with special educational needs

SEND Staff have undertaken specific training on supporting students with a variety of needs, such as ASD and dyslexia, as well as safeguarding.

Winifred Holtby Academy has an ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs.

Staff will seek training from outside support agencies when necessary, including outreach and transitional support (see Hull's Local Offer for list of external agencies).

Staff will also attend training courses provided by the local authority.

7. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

8. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the process. Parents/carers are invited to discuss with the SENDCo Team (and/or class teacher/tutor) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher/tutor informally.
- b) Parents' Evenings when advice and support in helping their child at home can also be given. In addition to this
- c) Formal review of their child's progress with the SEND team (and/or Winifred Holtby Academy Staff/class teacher/tutor).

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

9. Arrangements for consulting young people with special educational needs about their education.

- a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process:-
 - (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
 - (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.
 - (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
 - (iv) Any documentation used as a part of the agreed provision (for example, One Page Profiles or similar) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.
- b) The child/young person is able to discuss any aspect of their provision in a number of ways:-
 - (i) Informally with their class teacher/tutor/key worker informally on a regular basis.
 - (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
 - (iii) A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

10. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning provision made at the school.

Winifred Holtby Academy is part of the Consortium Academy Trust and we follow their complaints policy. As noted within the policy:

“An informal concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant if they have appropriate consent to do so. Informal concerns or complaints should be raised with a member of the school staff or central service team of the Trust. If the issue remains unresolved, the next step is to make a formal complaint. All formal complaints should be detailed on the electronic form that can be found on each school’s website - a copy of which can be found at the end of this [policy](#).”

Informal concerns/queries about SEND provision within the academy are first dealt with by the SENDCo team during arranged meetings.

Where a satisfactory conclusion cannot be reached, a formal complaint can be raised using the electronic form: [Formal Complaints Form \(office.com\)](#)

The academy participates fully if receiving requests for information for tribunals or assisting parents/carers in formulating appeals etc.

11. How the governing body involves other bodies in meeting the needs of students with special educational needs.

Where our academy has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and/or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team, including the Virtual School
- Children’s Centres
- CAHMS for Mental Health Needs
- Sullivan Centre – Home Education Support
- Alternative Provision, e.g. Rise/Compass/Aspire
- Echoes
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze/Dove House Bereavement Support Team
- Sibling Support Services – Barnardo’s
- Northcott Outreach Service
- Tweendykes Outreach Service
- Ganton Outreach Service
- Police
- Support from other Local Authority providers

Links to all of these can be found in the Hull Authority Local offer, available at:

[Hull’s Local Offer](#)

Advice may be sought from one or more service providers, when considering the initiation of a Needs Assessment for an EHC Plan. Details of this may be found in the DFE SEN Code of Practice ([click here for the SEN Code of Practice](#)).

A Needs Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents/carers, the school and other involved professionals.

Following a Needs Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

12. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer (available at [Hull's Local Offer](#)).

13. Arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has an Education, Health and Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The Local Authority SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs. Winifred Holtby Academy offer additional visit time, summer schools and/or transition meetings to support all new students. Other consideration could also be given to the use of social stories, transition activities/programmes and/or communication passports. All of these can help to support children and prevent vulnerability during their transition.

All children with an Education Health Care Plan must have their secondary transfer placement confirmed by 15th February in Year 6.

14. Information on where the local authority's offer is published.

For further details, please access Hull's Local Offer, available at: [Hull's Local Offer](#)

Appendix 1:

Special arrangements in relation to COVID-19.

From September, 2020 the government announced plans for all students to return to school on a full time basis.

Following the guidelines provided by the government, which can be found below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Winifred Holtby Academy's provided the following:

- Students were taught in 'bubbles linked to their year group, for example:
 - Year 7
 - Year 8
 - Year 9
 - Year 10
 - Year 11

Each bubble was supported by the Winifred Holtby Academy staff.

- Students had access to their relevant curriculum through planned lessons, set by class teachers, which took into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs students may have had.
- Students had access to all provisions as listed in SEND Provision section of the SEND information report. These included:
 - activities linked to the outcomes on their Education Health Care Plans.
 - visual supports such as visual timetables, checklists, modified worksheets
 - coloured overlays, ear defenders and sensory boxes.
 - technology where appropriate, such as laptops and iPads.
 - Access to resources to support emotional well-being, such as ELSA, social or emotional stories.
 - Interventions to support outcomes in the four broad areas of need.
- Interventions took place within bubbles. Trained Teaching Assistants delivered these interventions following government social distancing guidelines and hygiene.
- SEND students had access to intervention rooms/break out spaces, should they have needed time out of their classroom for any reason relating to their SEND needs.
- One Page Profiles continued to be in place for students on the SEND register.
- Students with Support Plans had reviews conducted via Email, Microsoft Teams or Telephone call (depending on the parent/carer preference).
- EHCP annual reviews or meetings were held via Microsoft Teams/Telephone call with professionals and parents (depending on parental/carer preference).
- Outside agencies provided interventions within the academy or online via Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

Since returning in September, 2021, the academy follows the risk assessment in place. Students are no longer accessing learning in 'bubbles', and have returned to the usual school 'experience'. However, we have a clear remote offer in place, should this be required, as detailed below.

The offer shown below applies to any students that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for students to work from home, Winifred Holtby Academy will ensure:

- Work will be set by class teachers. It will take in to account the needs of the students in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers will check work regularly to gauge how well students are progressing through the curriculum.
- Contact with students via Microsoft Teams or a Telephone call, to ensure that students outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers, supported by teaching assistants, will set work and provide resources for individual SEND Students relating to the outcomes/targets on their EHCP or SEND support plans.
- Class teachers, supported by teaching assistants, will use remote education resources, such as Oak National Academy, for any specialist content for students with SEND, as noted in the provision to support their learning. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for students who do not have suitable online access.

Parents/carers of SEND students may continue to require our support at this time. The SENDCo team can be reached at COVIDSEND@winifredholtbyacademy.com

External agencies will become involved if necessary following the usual graduated response process detailed above.

Transition

We are aware that the transition period for our students with SEND has been greatly affected by the current situation. We continue to work alongside our primary colleagues to ensure that the information needed is shared and any students needing enhanced transition will receive it.