



SEND

information report



2025-2026

Who are we?

Holbrook Church of England Primary is an inclusive, mainstream school. We provide a rich curriculum for all pupils and make sure everyone is fully included and makes good progress through High Quality Teaching. Where children have learning and other developmental needs, we offer a variety of adaptations and interventions. In this Information Report, you can find out how we support your child during their time at Holbrook.

SEND Leadership

Mrs Taylor

Mrs Taylor is our Executive Headteacher. Mrs Taylor provides strategic leadership and oversight of SEND across the school. She ensures that provision for pupils with special educational needs and disabilities reflects the school's vision and values and that resources are used effectively to meet pupils' needs. She supports and challenges the Head of School and SENDCo to maintain high standards of inclusion.



Mrs Wright

Mrs Wright is the Head of School and SENCO. Mrs Wright has day-to-day responsibility for the leadership and management of SEND at Holbrook. She coordinates the identification, assessment and support of pupils with additional needs, working closely with teachers, teaching assistants and outside agencies to ensure that support is effective and responsive. She leads the graduated approach, monitors the impact of interventions and provides staff training to strengthen inclusive classroom practice. Mrs Wright also maintains strong communication with parents and carers and reports regularly to the Executive Headteacher and Governors on SEND outcomes and priorities.



Mrs Sheldon

Mrs Sheldon is our SEND Governor. She provides strategic support and challenge to ensure that SEND provision remains effective and inclusive.

Appointments with anyone from our SEND leadership team can be made through the office:
01332880277 or info@holbrook.ddat.org.uk

What is the Local Offer?

Derbyshire's SEND Local Offer is an online one-stop shop for parents and young people to find out about all the services and support available for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND) in the county.

Derbyshire County Council, along with all other local authorities, is required to publish information about the services they expect to be available in their area. Derbyshire's Local Offer can be found here:
<https://www.localoffer.derbyshire.gov.uk/home.aspx>

The Local Offer explains how parents can access services and support in Derbyshire, and what to expect from these services, including details about funding and Education, Health and Care (EHC) Plans.



How are pupils with SEND identified and what support is available?

Our class teachers closely monitor the progress made by all children in their class and seek advice from the SENCO as soon as they have concerns about any pupil. Teachers complete an Internal SEND Referral to ensure a clear and timely process is followed. We use a graduated approach to support, with review points at each stage:

1. When concerns are first raised by teachers or parents/carers, the SENDCo supports teachers by reviewing the provision in place for the child, ensuring that high-quality teaching is fully embedded. This may include implementing additional strategies such as small group work or specific intervention programmes.
2. After a review period (usually around six weeks), the child's progress is reviewed. If difficulties persist, the SENDCo and Class Teacher may suggest further support and/or assessment. The child may then be placed on the SEN Support Register, following consultation with parents and carers. At this stage, children often have an Individual Education Plan (IEP), which is reviewed termly with parents/carers. Where appropriate, the SENDCo may seek advice from external agencies, with parental consent.
3. If a child's needs are more complex and they require significant support to make progress and access the curriculum, the school can apply to the Local Authority for Inclusion Funding and/or request an Education, Health and Care Plan (EHCP). This plan outlines the child's targets and the support they are entitled to receive.

Some children may join Holbrook with an identified learning need or disability and will be placed on the SEN Support Register with the consent of parents/carers. Read more about Derbyshire's Graduated Response guidance [here](#).

How can I let the school know if I am concerned about my child's progress in school?

If you have concerns about your child's progress, please speak to your child's class teacher first. If you remain concerned that your child is not making progress, you can contact the SENDCO. If you still have concerns, you are welcome to speak with the Executive Headteacher. The school also has a SEND Governor who can be contacted for additional support.

As a school, we aim to address any concerns promptly so that you feel supported and listened to. However, if you would like to make a formal complaint, a copy of the school's Complaints Procedure can be found on our website.

How will the school consult me if they have any concerns about my child?

If your child is identified as not making the expected progress, the school will arrange a meeting with you to discuss this in more detail. During the meeting, staff will:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child's learning.

The class teacher will also have an informal discussion with your child about the agreed targets and support plans, helping them to understand and take ownership of their learning.

How is extra support allocated to children and how do they progress in their learning?

The school budget includes funding to support children with SEND. The Executive Headteacher and Head of School decide how resources for SEND are deployed, in consultation with the school governors, based on the needs within the school.

The leadership team discuss all available information about SEND across the school, including:

- Children already receiving additional support.
- Children identified as needing extra support.
- Children who are not making the expected progress, and what resources, training or support are required to address this.
- The child's views, which are gathered informally and during review meetings (where possible, depending on age or developmental stage).

Schools identify pupils' needs using a provision map, which outlines the resources and support in place for all SEND pupils. This is reviewed regularly and adapted as needed. If the school feels your child may require additional support, staff may seek your consent to apply for extra funding to help provide this. It is important to note that a diagnosis of SEND does not automatically mean additional support in the form of a teaching assistant.

Who are the other people involved in providing services to children with SEND in this school?

School Provision:

- Teaching Assistants
- Breakfast Club / After-School Club
- School Clubs
- Attendance Officer
- Independent Educational Psychologist

Health Provision delivered in school:

- [SLT – Speech and Language Therapy](#)
- School Nurse
- [OT / PT – Occupational Therapy / Physiotherapy](#)
- [CAMHS – Child and Adolescent Mental Health Service](#)

Local Authority Provision delivered in school:

- [ISAS – Inclusion Support Advisory Service](#)
- [EPS – Educational Psychology Service](#)
- Sensory Service for children with visual or hearing needs
- [Derbyshire SEND Information, Advice and Support Service \(SENDIASS\)](#)
- Early Help
- Social Care
- [Local SEND Officer for Amber Valley](#)

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo's role is to support class teachers in planning for and meeting the needs of children with SEND. The school provides ongoing training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole-school training on SEND topics such as Autism Spectrum Condition (ASC) and speech and language interventions. Individual teachers and support staff also attend specialist training delivered by external agencies when relevant to the needs of pupils in their class — for example, sessions from the Speech and Language Therapy Team on Signs and Symbols Training.

How will the approach to the curriculum, teaching and learning be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and ensure that your child's needs are met through High-Quality Teaching.

- Support staff, under the direction of the class teacher, adapt planning and activities to meet your child's needs where necessary.
- Specific resources and strategies are used to support your child's individual learning, which may include targeted group work.
- Planning and teaching are adapted on a daily basis, if needed, to meet your child's learning needs.
- The learning environment is adapted appropriately to meet the needs of all pupils.

High-quality teaching: Our 5-a-day approach

At Holbrook, we aim to use research and evidence-based practice and therefore follow the Education Endowment Foundation's guidance for High-Quality Teaching. This is our five-a-day approach:



How does the school assess, review and measure my child's progress?

When a child is identified as having SEND, the school will work to remove barriers to learning and put appropriate provision in place. This SEND support follows a four-part cycle:

- **Assess** – The class teacher and/or SENDCo will carry out an analysis of the child's needs. Where appropriate, outside agencies may also be involved.
- **Plan** – If the school decides to provide SEND support, parents and carers will be notified of the targets set and the plan for achieving them. All staff working with the child will be informed.
- **Do** – Interventions, adjustments and support will be delivered as planned.
- **Review** – The effectiveness of the support and interventions will be reviewed regularly.

Your child's progress will be continually monitored by their class teacher and assessed through ongoing observation, classwork and both formative and summative assessments. This includes national assessments such as the EYFS Baseline, KS1 and KS2 SATs.

Progress is reviewed formally each term during pupil progress meetings with the leadership team. The SENDCO also monitors whether your child is making good progress in targeted areas, while evaluating the effectiveness of interventions and provision.

You will receive termly reports on your child's progress and have the opportunity to meet class teachers at two parent/carers evenings each year. Additional termly IEP meetings may be arranged where appropriate. During IEP meetings, targets set by the class teacher or external agencies will be reviewed and updated.

For children with an Education, Health and Care Plan (EHCP), progress will be formally reviewed at an Annual Review Meeting, attended by all professionals and adults involved in your child's education.

What support is available to parents and carers?

The class teacher is regularly available to discuss your child's progress, address any concerns you may have, and share information about what is working well at home and school, so that consistent strategies can be used. The SENDCO is also available to meet with you to discuss your child's progress or any concerns or worries you may have. Information from outside professionals will be shared with you either directly by the professional involved or, where this is not possible, in the form of a written report. If your child has individual targets, they will be reviewed three times a year at IEP planning and review meetings. You will be invited to meet with us three times a year to share your views, discuss progress and plan next steps. When appropriate, we will also arrange meetings with external professionals and ensure that any information is shared with you.

How are transitions between classes, phases or schools managed?

The school recognises that transitions can be difficult for children and young people (CYP) with SEND and their families, and we take steps to ensure that every transition is as smooth as possible.

If your child is joining us from another school:

The SENDCO or Early Years Lead will visit the child's current setting when additional needs have been identified, where appropriate. Your child will also be invited to visit Holbrook and take part in a taster session if this is suitable.

If your child is moving to another school:

We will contact the new school's SENDCO to ensure they are aware of any special arrangements or support your child may require. Where possible, a planning meeting will be held between both schools' SENDCOs. We will make sure that all relevant records are transferred promptly.

When moving classes within school:

Information will be shared with the new class teacher in advance. In most cases, a planning meeting will take place with the new teacher, and individual targets will be shared to ensure continuity of support.

Transition from Key Stage 2 to Key Stage 3:

The SENDCO will discuss your child's specific needs with the SENDCO at the receiving secondary school. In some cases, a transition review meeting will be arranged, to which you will be invited. Your child will take part in focused activities to help them prepare for the changes ahead. Enhanced transition opportunities will be provided where required. This may include multiple visits to their new school or visits from secondary school staff to Holbrook.

All records will be shared securely with your child's new school.

What social, emotional and mental health support is available?

One of the four broad areas of SEND is Social, Emotional and Mental Health (SEMH).

At Holbrook:

We recognise that pupils with SEND may have additional needs in this area and may require extra support in school.

The emotional health and wellbeing of all pupils is very important to us.

We have robust Child Protection and Behaviour Policies in place, following both National and Local Authority guidelines.

The Executive Headteacher, Head of School and all staff continually monitor the emotional health and wellbeing of our pupils. We are a proud anti-bullying school.

We run nurture groups for pupils who need additional emotional support (see our [Nurture Nest](#)).

Our Nurture Lead, Mrs Hall, works with pupils on an individual basis to support their emotional wellbeing, where appropriate.

Where necessary, we can put in place an Individual Behaviour Plan (IBP) (sometimes referred to as a 'Play Plan' in Key Stage 1). This would always be discussed with you if one were needed.



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Email: info@holbrook.derbyshire.sch.uk