



# Holmleigh Park High School

## **SEN Information Report**

Holmleigh Park High School is part of the Greenshaw Learning Trust.  
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# Holmleigh Park High School

## SEN Information Report

This report describes Holmleigh Park High School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Director of SEND

This report was reviewed and updated on: January 2026

This report was approved by the School Governing Body on: 29th January 2026

*\*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENCO*

**SENCO:**

Mrs. Emma Price  
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**SEN link governor:**

Mr. Nathan Emery

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# SEN Information Report

## 1. School Context

Our school currently provides support for a range of needs, including:

- Communication and interaction- for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning- for example, specific learning difficulties, moderate learning difficulties
- Social, emotional and mental health difficulties- for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs- for example, visual impairment, hearing impairment, physical disability

Support at Holmleigh Park follows the schools' graduated approach so that pupils, first and foremost, access high quality inclusive teaching within their classes.

## 2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all pupils so that everyone, and particularly those with SEND, benefit from explicit modelling.

All pupils on the SEN register have an SEN Profile detailing appropriate classroom strategies. All staff are required to know which pupils in their class(es) have SEND and to actively engage in the information so that pupils are able to access learning and make progress.

## 3. Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2014). Holmleigh Park has a range of support that is available to all pupils as part of a universal offer and these can often be effective in addressing difficulties that arise.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Is affected by high levels of dysregulation or inattention

Progress may also be considered in areas other than attainment, for example, personal, social and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Other barriers to learning will also be considered. Similarly, a diagnosed condition may not require a pupil to be considered to have SEND if support/provision in school is not needed due to there being no notable impact on learning or day-to-day functioning in school. In some cases, reasonable adjustments will be sufficient to address any difficulties.

Staff can identify concerns about a pupil's progress directly with the SENCO or via the weekly Student Referral Panel that combines SEND, Behaviour, Attendance and Safeguarding staff at HP High. This enables a multi-agency approach to meeting students' needs.

When deciding whether special educational provision is required, 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 additional is needed.

We work in close partnership with families and local primary schools. Many pupils with special educational needs will, therefore, be identified through the transition and induction process.

On entry, we assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate.

We can carry out additional diagnostic or screening tests in the following areas:

- Word reading/Phonics
- Comprehension
- Numeracy
- Spelling
- Working Memory
- Processing Speed
- Handwriting
- Language (including social communication)
- Visual Stress

Holmleigh Park does not currently have any staff with the required qualifications to carry out dyslexia assessments. Many of the assessments listed above can determine the same or similar difficulties as those that form the basis of a dyslexia assessment and so support for any difficulties can be offered without a formal diagnosis. We do not offer any support and interventions that are dependent on dyslexia being identified.

Where a parent/carer has a concern about their child's learning, parents are advised to speak with the class teacher(s). Concerns around a pupil's peer relationships or emotional wellbeing can be directed to the Head of Year.

If concerns persist, parents/carers can raise concerns by contacting the SENCO, Emma Price - [e.price@hphigh.co.uk](mailto:e.price@hphigh.co.uk)

Sometimes concerns around a child's development and/or behaviours are raised by parents, carers or professionals working with the family, but these concerns are not necessarily observed in school and are not seen to be impacting negatively on the child's academic progress or significantly affecting their day-to-day life in school. Therefore, it would not be appropriate to place the child on the school's SEND register. In these instances, we will work with the family and supporting professional to look holistically at the child's presenting needs and provide appropriate advice or signpost to other support. It may be appropriate to put in place reasonable adjustments through Quality First Teaching approaches in the classroom; provide pastoral support through the school's Universal offer; or refer to an Early Help provider for advice and support in managing the child's presenting needs and/or behaviours at home.

Some needs can only be determined through specialist assessments carried out privately (e.g. dyslexia) or a medical diagnosis (e.g. Autism, ADHD). Where we share concerns about a pupil's needs and are providing considerable support in school, we will assist with making referrals to the appropriate external professionals, such as the CAAAS Pathway. We are very aware that waiting times for assessments can be very long. As a needs-led school, we will always aim to provide effective support without an official assessment or diagnosis, where there is a consensus between home and school that a student's presenting needs are highly indicative of a difficulty or condition that requires external confirmation.

We are not able to make referrals where we do not have sufficient evidence of the concerns raised impacting the child's learning or day to day life in school. Holmleigh Park High School will, with parental consent, provide Health or Social Care professionals with any relevant information that we have on the child's presentation and attainment in school, so that they can include this in any referrals they wish to explore.

#### **4. Our approach to teaching pupils with SEN**

The school accepts its responsibility to have regard for the Special Educational Needs and Disability Code of Practice (2014) and recognises the rights and responsibilities set out in The Children and Families Act 2014.

Teachers are responsible and accountable for the progress and development of all the pupils in their class(es). High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

Teachers are supported in their knowledge and understanding of students' special educational needs by SEN Profiles on Provision Map where they can access information and strategies for the SEND students they teach. The SEN Profile guides teachers to know which strategies to prioritise for each pupil and/or which adaptations or adjustments are required to ensure the pupil can access the learning. Pupils are reviewed termly by the SEN Team.

Staff also receive professional development on strategies that are particularly beneficial for children with SEND.

The school understands the importance of:

- Recognising that SEN provision is a matter for the school as a whole and that 'all teachers are teachers of SEN';
- Involving children and young people in decision making and supporting them to do so;
- Involving parents/carers in decisions about SEN provision for their child;
- Identifying children and young people's needs so that appropriate advice can be circulated to staff and/or interventions can be put in place;
- Working with health and social care services to achieve outcomes for our SEN students;
- High quality provision that meets the individual needs of our students;
- An inclusive approach to teaching and learning that recognises children with SEN have the right to a mainstream education;
- Supporting SEN students to make successful preparations for adulthood.

At Holmleigh Park we support all children, including those with SEND, by using High Quality Teaching strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

#### **5. Adaptions to the curriculum for pupils with SEN**

The focus on high challenge, high support through inclusive teaching means that all pupils are encouraged to engage with a broad and balanced curriculum, particularly at Key Stage 3. Where

appropriate, pupils may have access to an intervention group within a subject such as Maths or English. Pupils may need to come out of a timetabled lesson if this ensures a key aspect of support can be delivered. Adaptions are very much based on individual need. Examples of adaptations include: a pupil with a physical disability following a personalized physio programme during PE, use of a laptop in class to enable a pupil to record their learning effectively and pupils with sensory needs participating in a yoga session in place of Choir.

Adaptions to the curriculum can form part of the support offered by the Personalised Learning Centre.

Adaptions at Key Stage 4 to support the attainment of SEN pupils may also be considered on an individual basis and in relation to their identified needs.

## **6. Additional support for learning, including Targeted and Specialist interventions.**

We have a team of Teaching Assistants who are trained to support in the classroom.

Teaching Assistants will consistently support students on a 1:1 basis when they have an EHCP that makes specific provision for this, or as part of SEND provision made by the school to address identified needs. However, Teaching Assistants are able to offer support to any student in a class who requires support for their learning. Teaching Assistants will support students in small groups when appropriate.

We can also provide the following targeted school-based interventions:

- SEN Nurture Tutor Groups
- Personalised Learning Centre
- Synthetic Phonics Intervention (KS3)
- Maths intervention (KS3)
- Speech and Language Support
- Social Communication/ASD Support
- Alternative Pathway (KS4)

Interventions are regularly reviewed to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

We work with the following agencies to provide specialist support for students with SEN:

- Educational Psychology Service
- Education Inclusion Service
- Advisory Teaching Service
- 2gether NHS Trust (CAMHS, CAAAS, Paediatrics)
- Children and Young People's Multi-Agency Navigation Hub
- Speech and Language Therapy (NHS and via RBSLT)
- Altus School
- Sally O'Hare- Positive Futures with Autism
- External providers such as Gloucestershire Youth Project and A+bility
- Mentoring Services (e.g. TMS)
- Occupational Therapy
- Gloucestershire Hospital Education Service
- School Nursing Service
- The Virtual School
- Social Care

Other professionals and outside agencies may become involved where relevant.

## **7. Partnership Working and pupils' access to external agencies**

We work closely with external professionals to develop a clear understanding of a student's needs and the most appropriate strategies for them. Referrals to health services such as Speech and Language Therapy or Occupational Therapy are made by the school if this is appropriate. It is sometimes necessary for the school nurse to get involved and advise on whether referrals within health are appropriate. Where SEN students have involvement from Social Care, we liaise with social workers and family workers to achieve positive outcomes for SEN students on Child in Need Plans or Child Protection Plans.

We involve the Advisory Teaching Service (ATS) with students where appropriate (for example, the Communication and Interaction Team, Visual Impairment Team and the Physical Disabilities Team) and students already referred in primary school continue to be monitored by the ATS when they start at Holmleigh Park High School.

Students may be referred to an Educational Psychologist if a pupil's needs are significant and the school feels it needs further advice on appropriate strategies to meet those needs. An EP referral may also be made if assessment for an EHCP is being considered.

The school works with professionals Social Care and the Virtual School when SEN students are placed in care. We welcome input, resources and advice from charities and organisations who can support the education of SEN students.

Advice, strategies and recommendations from external professionals will be incorporated into the SEN information shared with teachers so that these are reflected in classroom practice, support and adaptations.

## **8. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by setting pupils appropriately
- Interventions built into the school timetable for those pupils who need them (see Section 6)
- Adapting our resources and staffing in response to pupils' needs
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Smaller groups in subjects such as Maths and English for pupils working significantly below age related expectations
- Small SEN Nurture Tutor Groups that enable adjustments to be made for pupils at tutor time and DEAR time so that they receive enhanced pastoral support.
- A Personalised Learning Centre to support provision for high needs students
- Yoga/relaxation sessions during Choir lessons for pupils with sensory needs
- A Break and Lunch Club that provides a safe, supported place for pupils

## **9. Adapted Curriculum Pathways**

Holmleigh Park is exploring adapted curriculum pathways in Key Stage 4 to support SEND pupils to achieve appropriate qualifications and accreditations from suitably qualified or experienced staff.

Adaptations will depend on the needs of each Year 10 or 11 cohort and the provision required for those pupils with EHCPs. The school has begun to adapt the curriculum to include alternative provision to support engagement and social skills and opportunities to work towards Functional Skills qualifications to support learning.

## **10. Assessing and reviewing pupils' progress**

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

For pupils with SEND, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

At three points in the year, the SEND Team will carry out a review of pupils' needs and the support and strategies in place for them. This will draw on all or a combination of:

- Pupil attainment, attendance and behaviour data
- Data from specific assessments/screening carried out in school
- Teacher feedback
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If the pupil still does not make the expected progress in spite of high quality, targeted intervention over time; their needs are complex and impacting significantly on their day to day life in school; and school are having to provide a high level of 1:1 support and/or resourcing to meet their needs, the school, in consultation with parents/carers, may consider requesting an Education, Health and Care Needs Assessment. An EHC needs assessment will involve sending evidence to the Local Authority of the actions that have been taken by school to support the child already. It will also include reports from the school, parents and any external professionals that have been involved with the child to fully identify the child's needs and plan the desired outcomes. If the application is successful, the Local Authority will produce the EHC Plan and consult with school(s) to ensure that the child's needs can be met.

## **11. Consulting and involving pupils and parents**

In line with the SEN Code of Practice (2014), SEND pupils will be reviewed by the SEN Team at least three times per year. One of these reviews will be linked to the term in which a Parents Evening takes place. Reviews will make sure that:

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

Parents/carers are informed when pupils are added to or removed from the SEN register.

All parents of pupils with special educational needs are encouraged to attend and participate in all activities for parents and families. In addition to the activities aimed at all parents, Holmleigh Park School also runs SEND coffee mornings. These coffee mornings are an opportunity to find out more about the support available to students.

## **12. Preparation for Adulthood (PFA) and supporting pupils moving between phases of education**

We will share information with the school, college, or other setting an SEN pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Students in Year 6 with SEN who are moving to Holmleigh Park High School are supported through close liaison with their feeder primary schools. The SENCO contacts every feeder primary school to encourage information sharing and collaboration around transition.

Additional visits or transition meetings to discuss needs are arranged where appropriate. Primary schools are encouraged to involve parents as much as possible.

Transition support can be individual to pupils' needs and may involve advice and input from external professionals, particularly where a pupil has sensory or physical needs.

SEND pupils who visit Holmleigh Park can complete a transition booklet to help familiarise themselves with the school and what to expect.

Year 11 SEN students are supported to move into Post-16 education through guidance and advice offered by SEN staff and the Careers programme in school. SEN pupils can be supported to make visits and/or participate in college link days where appropriate.

SEN students are supported to participate successfully in whole-school careers initiatives such as work experience.

Preparation for Adulthood is a key consideration of EHCP reviews from Year 9 onwards.

The SENCO and SEND Team can offer advice to parents and pupils when making their curriculum choices for Key Stage 4.

Alternative provision may be used to support some pupils to transition from school to further education, particularly where pupils are keen to pursue a vocational pathway.

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

The school's Special Educational Needs Co-ordinator (SENCO) is Mrs. Emma Price, who holds a BA Honours Degree in History and English, a Postgraduate Certificate in Education (Secondary), a Postgraduate Diploma in Inclusive Education and a Level 7 Postgraduate Award of Proficiency in Assessment of Access Arrangements (PAPAA). The SENCO has 20 years of experience in this role.

The Deputy SENCOs are Mrs. Hannah Daniell, Ms Joni Connelly and Ms. Megan Bows

The Interventions Coordinator and PLC Lead is Ms Joni Connelly

The school prioritises time for the SENCO to be able to work alongside other staff in the school to build expertise in the classroom, for example, through SEND Spotlight CPD sessions and whole-school INSET. There is also a team of TAs who receive regular CPD to enhance their classroom practice.

We have TAs who have been trained to deliver Synthetic Phonics.

We arrange staff training to be delivered by external professionals where this is appropriate. Recent examples include the school's Educational Psychologist, our Speech and Language Therapist and the Advisory Teaching Service.

#### **14. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by monitoring impact on academic progress and educational outcomes specified in SEN Plans.

We review students' individual progress and adapt support accordingly. We hold annual reviews of EHC Plans to ensure provision is meeting the needs of those pupils.

Reviewing the impact of interventions as part of the school's ongoing self evaluation. Monitoring the effectiveness of SEN provision is part of the SENCO's role.

We use questionnaires to gather the views of parents and pupils.

Effective SEN support and provision is a key consideration in the School Improvement Plan.

#### **15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

SEN staff offer an after-school Homework Club to support students in completing their homework and SEND pupils are very much encouraged to make use of this.

All students are encouraged to go on our residential trip(s). All students are encouraged to take part in whole school activities such as sports day, school plays, special workshops and work experience.

SEND pupils are represented in school teams representing Holmleigh Park locally or nationally.

No student is ever excluded from taking part in these activities because of their SEN or disability.

We have an enrichment offer to ensure that enables SEN pupils to experience a range of activities across the academic year. We identify and remove any barriers to participation.

#### **16. Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Students are supported to explore social and emotional development through the PSHE curriculum.
- SEN Nurture Tutor Groups enable pastoral support to be pitched at an appropriate level
- Students with SEN are encouraged to be part of the School Council, Fun Friday activities and extra-curricular clubs to promote teamwork/building friendships etc.
- We operate a Break and Lunch Club, supervised by SEN staff, to provide a safe, supportive space for students to be at social times if they wish.
- We have a zero tolerance approach to bullying.

## **17. Pupils with disabilities**

Pupils with disabilities are supported to ensure they have equitable access to all learning opportunities. Holmleigh Park works with external professionals to ensure that adaptations and adjustments are in place for pupils with physical or sensory needs.

The school has two lifts that can assist wheelchair users to reach the upper floor of the main school or the Maths block.

All areas of the school are accessible to wheelchairs (using external routes).

The school has a hygiene suite for SEND pupils requiring accessible facilities for toileting.

Further information can be found in the school's Accessibility Plan. ([Need a link here](#))

## **18. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy. The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **19. The local authority local offer**

Our contribution to the local offer is available on the Glosfamilies Directory - [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk) There is also information about sources of support available to parents in Gloucestershire.

## **20. Contact details of support services for parents of pupils with SEN**

There is an up-to-date and comprehensive list of support services for parents on the Glosfamilies Directory [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk)

Support for Autism and ADHD:

[https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2\\_1\\_9](https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1_9)

Advice, support and Early Help services:

[https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=1\\_1\\_1](https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=1_1_1)

SENDIASS is a free support and advice service facilitated by Gloucestershire Local Authority which works on behalf of parents and students with SEND. They can be contacted via [www.sendiassglos.org.uk](http://www.sendiassglos.org.uk) or 0800 158 3603.