



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

Special Educational Needs and Disabilities (SEND) Policy

Holton Sleaford Independent School (HSIS) will deliver a unique and bespoke Outdoor Education based curriculum to Key Stage 2,3,4 and 5 pupils with Social Emotional and Mental Health needs (SEMH). The school offers provision for a mixed gender intake of up to 82 pupils in the 9-20 age range. Admission is predominantly but not exclusively by referral from the Local Authority (Lincolnshire), though referrals from neighbouring Local Authorities are also considered.

On admission to HSIS pupils are likely to meet most of the following criteria:

- will join HSIS between the ages of 9 and 19
- must have a statement of special educational needs or EHCP
- exhibit social, emotional and mental health difficulties
- may have learning difficulties and/or low attainment associated with their emotional and behavioural difficulties, and/or low attendance and engagement at previous settings
- could have specific learning difficulties, such as dyslexia, dyspraxia and dyscalculia
- might also carry a further diagnosis or recommendation of specific needs

Consequently, all our pupils are classified as having SEND and this policy and SEND Information Report (see Appendix 1 for copy) take account of all relevant legislation, specifically:

- The Special Educational Needs and Disability (SEND) Code of Practice 2015
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND co-ordinators (SENCOs) and the requirement for a SEND information report

Key Roles and Responsibilities

At HSIIS all staff are responsible for the educational and behavioural progress, care and wellbeing of our pupils, however it is necessary to have some more specific roles and responsibilities.

School Support and Development Director (also SENCo)

Mike Whatton (mw@holtonsch.uk)

- Works with the Executive Headteacher and Company Director to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advises on the deployment of resources and staff to meet pupils' needs effectively
- Is a point of contact for external agencies, the local authority and related support services, attends meetings for annual review of EHCPs, TACs, LACs and those requested by other agencies
- Works with the Executive Headteacher and Company Director to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements, including sourcing external providers.

Executive Headteacher

Dan Laughton (dl@holtonlefordindependentschool.co.uk)

- Works with the SENCo to determine the strategic development of the SEND policy and provision in the school

- Has overall responsibility for the provision and progress of learners with SEND

Site SEND Leads

Toni Aston - Upper School (ta@holtonsch.uk)

Cliff Dutfield - Lower School (cd@holtonsch.uk)

TBD - Sixth Form Centre

- Has day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support pupils with SEND, including those who have EHCPs
- Is a point of contact for external agencies, the local authority and related support services, attends meetings for annual review of EHCPs, TACs, LACs and those requested by other agencies
- Converts EHCP targets into measurable IEPs and monitors progress with pupils termly via Pupil Profiles and updates IEPs based on changes made during the annual review cycle
- Arranges Post Admission Meetings within six weeks of pupils starting at Holton
- Coordinates the use of Specialist Teacher time in conjunction with the Head of Lower School and Deputy Head of Upper School.

Teaching Staff

Are responsible for:

- Progress and development of every pupil in their class
- Working closely with teaching assistants and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Site SEND Leads to review each pupil's progress and development and decide on any changes to provision
- Following this SEND policy

LAC Designated Staff Members

Mike Whatton, Toni Aston and Cliff Dutfield

- Attends LAC meetings with relevant stakeholders

- Responsible for the provision and progress of LAC pupils
- Works with Teaching Staff and Executive Headteacher to review each LAC pupil's progress and development and decide on any changes to provision

Meeting Pupils' Needs

At HSIS we cater for pupils between the ages of 9-20. As well as Social, Emotional, and Mental Health needs, many of our pupils will have additional medical diagnosis such as ASD, Asperger's, OCD, ADHD, ODD.

At HSIS we meet pupils core SEND needs by;

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 working, teaching style, content of the lesson and delivery of information to progress learning
- Adapting our resources and staffing, our processes and procedures to meet need as and when required, high staff to pupil ratios 1-5 minimum.
- Providing pupils with their own laptops, which can be customised to meet their needs, when working in hard-copy aids such as overlays, visual timetables, enlarged text, coloured backgrounds, specific font types are some of our methods but we are not limited to these
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, the use of individual white boards, chunking and shorter delivery for those who may require it, along with targeted support
- Interventions used to boost learning and engagement in subjects where our pupils may be falling behind
- Any further adjustments and interventions recommended by Specialist Teacher that can be reasonably accommodated.

Monitoring Progress

Monitoring of pupils' academic and behavioural progress - termly IEPs review, Bi-termly reports, regular contact with parents EHCPs to access school then process for maintenance - LAC, TAC etc meetings process

Bespoke behaviour and social skills programme

At HSIS we run a targeted behavioural development programme, The Self-Co Behaviour Tracker. The tracker identifies three key areas related to self-development - care, confidence and control, as well as three key areas in interacting with the world around them -

cooperation, communication and community. Within each of these key areas are six sub-sections that taken together fulfil each respective key area.

Self-Co Behaviour Tracker will be used at HSIS to provide evidence towards Education, Health and Care Plans (EHCP) and then consequently each pupils' Individual Education Plan (IEP). Progress through the Self-Co Behaviour Tracker will be monitored by the Head of School with pupils at the end of each term, the Tracker is a live document that can be added to by all staff at any time, allowing credit to given whenever and wherever it is earned.

For further information see the 'Self-Co Behaviour Tracker' guide.

Engagement Model

A method of measuring our students' engagement in lesson, which has been adapted from government guidance for assessing students who are working below the standard of the national curriculum at key stage 1 and key stage 2. The objective of the engagement model is to gather both qualitative and quantitative data on how our students interact with different learning environments, pedagogies and other influences on their academic development.

Standardised Testing

A further method of identifying where and how we can help pupils attain their full potential is via standardised testing provided by GL Assessment, this includes twice yearly reading age tests at Upper School, twice yearly reading and spelling tests at Lower School and annual CAT4 tests for all pupils. Based on this data pupils are allocated a reading scheme and may be allocated spaces on the interventions programme.

Interventions Programme

The purpose of this programme is twofold, firstly to plug gaps in prior knowledge will simultaneously keeping pace with current lessons. Secondly to allow pupils that struggle to access lessons to get the more intense often 1:1 help they need to make progress towards that end.

Friday Enrichment Activities

At HSIS we aim to provide appropriate and worthwhile interventions to meet the needs of our pupils. Fridays on our timetable are given over exclusively to the provision of interventions targeted at each pupil's most pressing needs. The types of specific intervention currently available at HSIS are listed below:

Reading Recovery	Emotional Literacy Support	Music Therapy	Swimming
Numeracy Recovery	Anger Management	Art Therapy	Counselling
Motor Skills Recovery	Self and Social	Subject Boosters	Personal Exercise Plans - Fitness

Therapy, Emotions and Mental Health Support

School Therapy and Mental Health Lead, Stevi Pullen (sp@holtonsch.uk) maintains a Therapy Priority list whereby all pupils need in this area are assessed on entry and then as and when needed thereafter. Provision includes, ELSA, counselling, multiple therapies, whole family support and Sensory Circuits.

Outside Agency Involvement

HSIS is committed to working with outside agencies to ensure the best possible support is provided to our pupils. The organisations include but are not limited to CAMHS, Addaction, Specialist Counselling, Educational Psychologists, Autism Outreach, School Nurse, the Hearing and Visual Impaired Service, the Youth Offending Team, Lincolnshire Police and Children's Services at LCC.

Local Offer

HSIS is committed to forming part of LCCs Local Offer for pupils with SEN, specifically those with EHC plans specifying SEMH needs. HSIS provides a school information statement for the local authority to display on its local offer website at www.lincolnshire.fsd.org.uk

SEND Information Report

In line with the requirements of the SEND Code of Practice (2015) and the statutory guidance it provides, HSIS will publish and maintain annually or after any significant change our SEND Information Report, a copy of which is attached in Appendix 1 of this policy.

Failure to Meet Needs

If for any reason HSIS or any other stakeholders, especially parents/carers believe that a respective pupils needs are not being adequately met, then an early Annual Review will be called where all stakeholders will assess the information at hand to determine the best course of action.

<u>Written by...</u>	<u>Mike Whatton</u>	<u>18/11/25</u>
<u>Approved by...</u>	<u>Dan Laughton</u>	<u>18/11/25</u>
<u>Signed...</u>		
<u>Date sent to Governors</u>		<u>Due for Review</u>
<u>Date approved by Governors</u>		<u>18/11/26</u>

APPENDIX 1

SEND Information Report, *see below*



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

SEND Information Report 2024/2025

Address	(23-25) Westgate House, Westgate, Sleaford. NG34 7RJ
Telephone	01529 410111
Email	enquiries@holtonsch.uk
Website	www.holtonsch.uk
Proprietor	Luke Hollingworth
Executive Headteacher	Dan Laughton
SENCO	Mike Whatton

What kinds of Special Educational Needs does Holton Sleaford Independent School (HSIS) provide for?	<p>HSIS is an independent special school catering for pupils with Social, Emotional, Mental Health (SEMH) difficulties, aged between 9 and 20. As well as SEMH, many of our pupils have additional diagnosis of ASD, Asperger's, OCD, ADHD, ODD and may also have learning difficulties</p> <p>Our mission statement is to deliver a unique and bespoke Outdoor Education based curriculum with the intention of fostering - confidence, resilience and self-esteem in our pupils, helping them to make significant progress towards their own personal academic and social goals.</p>
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	<p>The curriculum offer at HSIS is designed to provide opportunities and experiences to better prepare pupils for life after school. HSIS focuses on functional literacy and numeracy, self-development both physically and mentally, a spirit of challenge and adventure along with active promotion of SMSC development and an awareness of British Values.</p>
<p>How does HSIS identify and assess my child's special educational needs?</p>	<p>Every pupil at HSIS has an Education, Health and Care Plan (EHCP). These are reviewed annually. In addition, pupils will have IEPs linked to their EHCP which have behavioural and academic targets, these are constantly monitored and are reviewed termly, any alterations to provision are likely to be made at that point.</p> <p>Pupils at Holton also see the Specialist Teacher at least once every two years.</p> <p>HSIS also operates a Friday intervention programme and works closely with therapists and external agencies to identify and support the holistic needs of every pupil.</p>
<p>How will I know how well my child is doing at HSIS?</p> <p>Including how;</p> <ul style="list-style-type: none"> • staff support my child • the curriculum meets my child's needs • adaptations to the curriculum offer to meet specific needs • HSIS make decisions about the level of support my child receives 	<p>Annual Reviews give HSIS a face-to-face opportunity to communicate our expectations for your child to you and discuss any amendments to EHCPs and resulting IEP targets. Furthermore, we will communicate with you regularly through weekly emails or by telephone if you prefer. In addition to the Annual Review, you will also receive an Annual Report from HSIS each year, this will be supplemented by Bi-Termly reports to ensure you are kept informed of your child's progress and any resulting action points.</p> <p>Children may be taught 1:1, in small groups or as whole class depending upon the activity involved, high staff ratios will be maintained throughout, except in instances where independence is being promoted, for example DofE expeditions.</p> <p>HSIS planning is based on the Schemes of Work provided by the relevant awarding bodies, however in all instances delivery and pupil specific tasks are differentiated to each pupil's individual needs. In addition to this a maximum roll with high staff ratios.</p> <p>HSIS staff are supported by outreach intervention services - examples of which can include speech and language therapists, educational psychologists and subject specialist advisors.</p>

	<p>Your child will have their initial needs identified through their EHCP on admission to HSIS. This is a live document under ongoing review. We will use our expertise and experience to identify when and where additional support may be needed.</p>
How will my child be included in activities outside the school curriculum including trips?	<p>HSIS has an Outdoor Education based curriculum offer that ensures that every child has the opportunity to access educational visits and residential experiences. HSIS is a small school with a big outlook, we are confident that the opportunities pupils get to participate in off-site would be hard to match elsewhere.</p>
What support does HSIS offer for my child's overall well-being?	<p>HSIS has a safeguarding policy and protocol in place that we are confident keeps pupils safe. Pupils' health and wellbeing is looked after by the provision of PSHE and PE from 9-20 along with an ongoing Friday interventions programme and a bespoke behavioural and social skills programme throughout all key stages.</p> <p>We work with medical professionals if your child has a health need and will discuss with you a plan and administration of any prescribed medication.</p> <p>We also work with social services and other agencies to do everything we can for your child's well-being. Furthermore, HSIS is a small school environment where high staff ratios ensure that pupils always have access to a friendly face and somebody who will listen to them.</p> <p>Holton operates a bespoke Personal and Social Skills tracker (Self-Co) which enables the school to monitor progress in a range of areas and for pupils with their keyworkers to set themselves worthwhile targets.</p>
What training does HSIS provide for the staff supporting children and young people with SEND?	<p>The majority of HSIS staff are qualified and experienced in the SEND field and have access to a fully funded and supported programme of continuing specialist professional development. Where staff are less experienced/qualified they are on an SDP route focussing on developing excellent staff from within the organisation.</p> <p>Staff receive ongoing training in many of the special needs areas that affect our pupils along with compulsory training and refreshers in key areas such as Team Teach, Mental Health, First Aid, Fire Awareness, Health & Safety and Safeguarding.</p>
How are parents involved in HSIS and who should you contact if you want to know more?	<p>The HSIS admissions process ensures that we get to meet you before your child can be enrolled at our school. We feel this is vital as the welfare and personal development of your child is contingent on you, us and them working together.</p>

	<p>Weekly home contact, Bi-Termly reports, the Annual Review (to which you are invited) and an Annual Report allow us to maintain this relationship with you.</p> <p>You will always be able to find information about events past, present and future on the school website -www.holtonsch.uk</p> <p>If you are interested in becoming more involved in the running of the school, perhaps as a parent governor you can contact Luke Hollingworth (lh@holtonsch.uk) for further details.</p>
How do parents and children get involved in their education at HSIS?	<p>Annual Reviews give HSIS a face-to-face opportunity to communicate our expectations for your child to you and discuss any amendments to EHCPs and resulting IEP targets. Furthermore, we will communicate with you regularly through weekly emails or by telephone if you prefer. In addition to the Annual Review, you will also receive an Annual Report from HSIS each year, this will be supplemented by Bi-Termly reports to ensure you are kept informed of your child's progress and any resulting action points.</p>
What do I do if I have a concern about HSIS' provision?	<p>In the first instance, we encourage you to contact the Headteacher via dl@holtonsch.uk. In the unlikely event that your concern is not resolved then please contact our Chair of Governors via enquires@holtonsch.uk</p>
What specialist services and expertise are available at or accessed by HSIS?	<p>HSIS is committed to working with outside agencies to ensure the best possible support is provided to our pupils. The organisations include but are not limited to CAMHS, Addaction, Specialist Counselling, Educational Psychologists, Autism Outreach, School Nurse, the Hearing and Visual Impaired Service, the Youth Offending Team, Lincolnshire Police and Children's Services at LCC.</p>
How do you prepare my child for joining HSIS or transferring to another school or educational establishment?	<p>At HSIS we believe our small school environment makes transition smoother and less complicated for new pupils. Our admissions process provides both you and your child with a clear understanding of what you can expect from HSIS and what we expect of you.</p> <p>If your child chooses a different provider at any transition point, we will contact the receiving establishment and follow their transition process.</p>

Appendix 2

EHC Review Schedule and Process, see below






 HOLTON SLEAFORD — INDEPENDENT SCHOOL —	<u>EHC</u> <u>Annual</u> <u>Review</u> <u>Schedule</u>	Annual Reviews may need to be conducted out of this sequence during a pupils' first year at Holton to ensure regulatory compliance, but thereafter will follow the below schedule.	
		Required Attendees <i>(optional)</i>	Staff Responsible <i>(supported by)</i>
September	Year 11	Parents/Carers, SEND Caseworker, Social Worker	MW
October	Year 14+	Parents/Carers, SEND Caseworker, Social Worker	MW
November	Year 13	Parents/Carers, SEND Caseworker, Social Worker	MW
Transitions often involve more than 1 meeting, plus must involve SEND Caseworker as it's budgetary so can also take quite a bit more organising. It's likely that these initial meetings will require several follow up meetings/conversations throughout the year before a placement is confirmed at Holton or elsewhere.			
December	Year 12	Parents/Carers, SEND Caseworker, Social Worker	TA
January	Year 10	Parents/Carers, SEND Caseworker, Social Worker	TA
February	Year 9	Parents/Carers, SEND Caseworker, Social Worker	TA
March	Year 8	Parents/Carers, SEND Caseworker, Social Worker	CD (JB MW)
May	Year 7	Parents/Carers, SEND Caseworker, Social Worker	CD (JB MW)
June	Year 6	Parents/Carers, SEND Caseworker, Social Worker	CD (JB)
July	Year 5	Parents/Carers, SEND Caseworker, Social Worker	CD
Non-transition reviews are not usually budgetary and hence SEND Caseworker doesn't have to attend but should always be invited, similarly if there is Social Worker involvement an invite should be extended.			
Emergency Annual Reviews		Parents/Carers, SEND Caseworker, Director + SLT	TA (Sleaford)/CD (Osournby)
Emergency Annual Reviews are required if the placement is in danger of breaking down and an Annual Review has not been conducted recently. In all such cases the SEND Director and one of Headteacher, Deputy Head, Head of Lower School should also attend.			

EHCP Annual Review Process



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1 During the month before the scheduled reviews, email all invitees to obtain availability. Contact details can be found for SEND Caseworkers on the EHC Hub. Contact details for parents/carers and social workers etc can be found on School Pod.		2 Book the review onto Teams/school calendar and start review on EHC Hub which allows parents/carers and pupils to add their views.		3 Interview the pupil prior to the review and add their views to the appropriate column on the EHC Hub if not already done by parents (it usually isn't!). Ensure that at this stage you consult with key staff in case there are any issues that you're unaware of such as attendance monitoring, PT Timetables, friendships issues or Safeguarding concerns.
ARROW		ARROW		
6 Process complete from our end. Drafts will be provided to all parties via the EHC Hub, legally new plans should be finalised inside a month, however LCC rarely achieve this timescale. When finalised plan is available add to SchoolPod notes page for pupil. Post meeting remember to amend Needs and IEP areas of Pupil Profiles if necessary.		5 Gather up-to-date attendance figures, then chair the review meeting, screen share, your advice is available to paste in. Follow the processes outlined on the EHC Hub, it won't let you complete until all sections are complete. *** (Make sure you've submitted your advice, or you won't be able to progress to meeting.)		4 Having spoken to the pupil, utilise the data available on SharePoint and if necessary, consult with Tutors and Keyworkers to add your advice to the EHC Hub. Do this by requesting information from yourself on the EHC Hub, this allows you to prepare by making amendments to the plan and save them prior to the meeting. Outcomes are required to be smart targets, i.e. 70% of occasions or a reduction by half etc...

Appendix 3

Pupil Profiles, *see below*

Pupil Profile			
Strategies	Behaviour and Emotions	Learning and Engagement	Strategies
	Use behaviour management plans Use SP feedback <u>MAINTAINED BY SITE BEHAVIOUR LEAD</u>	Use information from Engagement Tracker Use information from class teachers and/or EHCP <u>MAINTAINED BY SITE CURRICULUM LEAD</u>	
Interventions	Behaviour and Emotions	Learning and Engagement	Interventions
	Any additional help received above standard Preferred handling strategies if needed Crisis protocols <u>MAINTAINED BY SITE BEHAVIOUR LEAD</u>	Any additional help received above standard Class grouping Screenings Referrals <u>MAINTAINED BY SITE CURRICULUM LEAD</u> <u>ALSO, INFO FROM INTERVENTIONS & SEND</u>	

Diagnosis	Key Information	Academic Profile
Primary Need Additional Needs Medical Conditions Allergies <u>MAINTAINED BY SITE SEND LEAD</u>		Levels and Courses currently being studied Reading Age Spelling Age CAT4 Score <u>MAINTAINED BY SITE CURRICULUM LEAD</u> <u>ALSO, INFO FROM INTERVENTIONS</u>
Domestic Situation		Individual Education Plan
Address and Main Contact Brief description of home situation Other agency involvement past or present <u>CREATED BY ADMISSIONS TEAM</u> <u>MAINTAINED BY TUTOR & KEYWORKER</u>		IEP/Simplified EHCP targets Any individualised provision/support <u>MAINTAINED BY SITE SEND LEAD</u>