

Special Educational Needs (SEND) Information Report 2025-26

Key Information

Principal: Dame Sally Coates
SENDCo: Ailish Langan
Deputy SENDCo: Annie Phillipson
SEND Administrator: Elena Wroth
SEND Governor: Sam Hesketh
Link to Local Offer: Fahmida Yasmin

Inclusion at United Learning

At United Learning, we are ambitious for all students. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches. By embedding inclusive practice across every layer of school life, we ensure that all children regardless of need are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child.

Holland Park School welcomes input from students and families as part of our person-centred approach. We are proud of the strong relationships we develop with parents and students and the sense of community that is felt amongst our parents and carers.

We have half termly coffee mornings and online evening forums so that we have regular opportunities for feedback and parents feel familiar with the adults who are supporting their children whilst in school. We also use these events as an opportunity to connect our families with professionals who are not always able to work directly with their young people such as Educational Psychologists and Speech and Language Therapists.

Regular communication with parents regarding key notices and upcoming events can be found in our weekly Parent Bulletin which the SEND Team feeds into as necessary. We also keep the school website up to date so that parents can easily find the information they need.

For parents who have specific questions or concerns about their child, we encourage Form Tutors to be contacted in the first instance. If the Form Tutor is unable to adequately respond to the query, it will be passed to the Head of Year, Deputy SENCO or the SENCO depending on the nature of the enquiry.

Context

What is the range of SEND supported within the school based on the current population of students with SEND?

As of September 2025, Holland Park has 1391 students on roll, of which 60 have an Education, Health and Care Plan (EHCP) and 177 access SEND Support (K). The most common type of need is Communication and Interaction, due to students identified as having speech, language and communication needs and many diagnosed with Autism, ADHD and Speech and Language disorders. As per the national trend, we are noting increasing numbers of students who, at some point during their time at Holland Park School are experiencing Social, Emotional and Mental Health (SEMH) concerns.

Based on the national average figures published by the Department of Education, the level of identified need at Holland Park is above average.

Admissions Arrangements

How do students with SEND get a place at Holland Park?

Students with additional needs will apply to Holland Park School in the usual admissions process, as outlined in [our Admissions policy](#). No student will be refused admission to Holland Park School based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Those with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from the home Local Authority SEND team.

Where the Local Authority proposes to name Holland Park School in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

We are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure that we are the most suitable environment and offer the most appropriate provision for the young person to succeed and meet their potential.

Holland Park welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification and Assessment

How are additional needs identified at Holland Park School?

There are a range of methods used to identify potential additional needs and to determine whether students should be placed on the SEND register.

Fortnightly meetings are scheduled between the SEND Team and each year group team. This is an opportunity for staff to discuss children they are already aware of but also to raise students whose needs they feel may need to be investigated further.

Classroom teachers and Pastoral staff can submit referral requests to the SEND team who discuss any new referrals and decide on follow up actions which can include; observations, screening and collaboration between

teachers and parents for further information. Often for Communication and Interaction needs, parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further.

If students have been identified with additional needs at a previous school, this information will be shared with the SENDCo during transition meetings prior to students starting with us and Individual SEND folders will be passed onto the Inclusion department.

As an educational setting, we cannot diagnosis neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will advise parents/carers to contact their GP and may also complete external referrals for further specialist investigations.

The school can refer to the following agencies: Children and Adolescent Mental Health Support (CAMHS), the Hearing Support Service, INSPIRE LBHF, The Autism Advisory Service, The Vision Support Service and Educational Psychologist.

As part of the investigation process into whether a student has additional needs, the school will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions. We can provide internal testing via our qualified psychometric Assessor, Ms Tracey, to build up a greater picture of a student's cognitive profile. Testing can include screening for dyslexia, reading and spelling ages, writing speeds and processing speeds.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND. Based on this, if a student has lower than expected progress, this will not automatically identify them as SEND.

Reviewing Progress

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

There are a range of set timed interventions which are run by our Learning Coaches. Whether a child is identified as having SEND or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review.

Assess Plan Do Review Cycle

Assess – Students are identified as requiring additional support as per our Early Identification Process

Plan – the SEND team arrange for additional support to be implemented with input from colleagues, parents and the student

Review – additional support will have a planned review date after which staff will use a range of data including attainment, attendance and behaviour to determine what progress has been meet.

This cycle is repeated as necessary. Parents will be informed when and why interventions have started and informed when they finish. We encourage input from parents and students throughout this process especially with regards to what is and is not working for their child and they will form an important part of the decision-making progress.

Whole School Evaluation

Formal assessment points are used to measure academic progress and the potential requirement for further testing and support. All students and parents will receive a termly progress report that will allow them to better understand how the

In addition to this, the SEND team analyse the data of all students at these assessment points. This allows us to identify students who are not making expected progress as well as trends and patterns across the whole cohort that allows us to review our provision and implement changes to support.

SEND evaluation at Holland Park School is fully embedded within the whole-school self-evaluation process. The Provision Map ensures that all interventions are tracked, reviewed, and linked to wider school priorities, enabling leaders to monitor provision and impact systematically. Regular analysis of the impact of interventions feeds into progress reviews, staff CPD, and curriculum development, ensuring quality-first teaching remains at the heart of SEND support. The United Learning SEND Audit and adviser visits provide external validation, benchmarking our practice against trust and national standards and feeding directly into our school improvement planning. Reports to governors ensure oversight, accountability, and transparency, demonstrating that SEND provision contributes meaningfully to whole-school priorities and continuous improvement. Collectively, these processes ensure that SEND is not a standalone focus but integral to the school's ongoing evaluation, strategic planning, and pursuit of excellence for every pupil.

High Quality Inclusive Teaching

Ambition for All: We are ambitious for students from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.

Accessible Curriculum: We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively.

Equity in Assessment: All students are given the exam access arrangements they need to access assessments and demonstrate their abilities fairly.

Evidence-Based Interventions

At Holland Park School, we have a three-tiered approach to supporting a child's learning. This is sometimes referred to as a 'Graduated Approach'

1. All students will receive quality teaching from the subject teachers which may include adaptive teaching strategies that help your child learn best. All teachers personalise their lessons and consider the needs of all their students – particularly those outlined on Pupil Profiles.
2. It may be appropriate to consider making additional short term special educational provision to reduce any obstacles to your child's learning. This will involve a) assessing your child's needs, b) planning the most effective and appropriate intervention c) providing the intervention and d) reviewing the impact on your child's progress. To take part in these interventions, students are withdrawn from lessons and/or tutor time.

Below are some examples of Tier 2 Support;

- Transition Groups
- Social Skills Groups

- Touch Typing
- Mentoring with an Emotional Literacy Support Advisor (ELSA)
- Reading or Phonics Catch Up
- Language for Behaviour

3. It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include working with an educational psychologist or speech and language therapist, for example.

Mentally Healthy School

Holland Park School's Senior Mental Health Lead is Joe Clarke and Elizabeth Ashcroft

- **Connect Ed counselling**
- **Staff wellbeing lead**
- **Inclusion Mentor**
- **Do The Mic Thing**
- **Football Beyond Borders**
- **Family Liaison Officer**

Behaviour Support

The SEND Code of Practice (2014) states that, '*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.*'

Reasonable Adjustments

At Holland Park School, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. Holland Park School is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour (*for more information please see our [Behaviour Policy](#)*).

Inclusive Community

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

Student Leadership

- The school advertises leadership roles widely through assemblies and tutor time to reach every student
- Application processes are inclusive — allowing for written, verbal, or creative submissions depending on the various roles
- Staff actively encourage a diverse range of students to apply, ensuring representation from different year groups, backgrounds, and ability levels.

- Staff responsible are required to review candidates and ensure there is an equal representation of key groups including those with SEND

Rewards

- The rewards system recognises a wide range of achievements — not just academic excellence but also our core values of aspiration, integrity and respect
- Teachers receive guidance on equitable recognition, so every student has the chance to be celebrated, regardless of starting point or ability

Extra-Curricular Offer

- The school provides a broad range of clubs — academic, creative, cultural, and sporting — to cater to varied interests and abilities.
- Staff running clubs receive guidance on inclusion strategies and our Extra Curricular Lead reviews attendance data to ensure that key groups, including those with SEND, are represented proportionally
- Members of the SEND team also run a number of after school clubs that are open to all students promoting friendships and belonging in the wider school community

Educational Trips

- Trips are planned with inclusivity in mind and the trip leads ensures its accessible for students with additional needs
- Risk assessments specifically consider accessibility and the needs of all participants.
- All students on the SEND register have personalised risk assessments for school trips included on the Pupil Profiles so that staff can ensure they have the support that they need

Transition

Primary School Transition

We have a comprehension Transition programme for our new Year 7s. Starting in their final term of Y6, we welcome our new students for an extended transition programme which lasts for one week. This process enables students and their parents to familiarise them themselves with the site, staff and expectations of their new school. It also allows the SEND and Pastoral Teams to get to know their new students to ensure they are able to provide the most effective support from the start of the new term.

Post 16 Transition

At the end of Year 11 or 13, students with SEND will be supported with their transition through collaboration with the SEND, pastoral and careers team. Parents are encouraged to attend several information events available to the whole year group with follow up meetings for individual students to ensure they are well informed and make a decision they feel confident with.

To support students with the next stage of their education, adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self- regulation and independent learning.

Staff Expertise

What training do staff undertake at Holland Park School to support students with SEND?

CPD and staff commitment to upskilling is incredibly strong at Holland Park School. Teaching staff are regularly updated on SEND news and research via briefings, INSET training sessions and staff development in departments.

All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND). Our instructional coaching programme offers bespoke support for classroom teachers and then subsequently individual support strategies for students. This ensures quality teaching for all students.

Our teachers and SEND team undertake both internal and external training, as a team and individually in their area of expertise including: Types of Need such as Autism, ADHD and DLD; Trauma-informed practice; The Graduated Response and Universal Provision; How to Review Progress for SEND pupils; Literacy and Numeracy; The SCERTS framework and Observing Students; The Scaffolding Framework.

Sharing of good practice at all levels is promoted. We are fortunate enough to draw on specialist settings and professionals in our local area such as Educational Psychologists, Speech Therapists and the Autism Advisory Service as well as other trained professionals.

Communication and Complaints Process

- [Link to Communication Policy and Complaints Policy](#)
- How to make a Stage 1 complaint
- Complaints relating to the Local Authority
- Getting impartial advice

Links to other Useful Policies

- [Accessibility Plan](#)
- [Behaviour Policy](#)
- [SEND Policy](#)
- [Safeguarding Policy](#)