

Special Educational Needs and Disability Information Report **2018**

Special Educational Needs and Disability coordinator (SENDco): Miss P Noon

SEN Governor: Mr. S Connor

Contact: 0161 643 5148

School Website Link: <http://www.hollin.rochdale.sch.uk>

Introduction:

Pupils with Special Educational needs learn every bit as well as their classmates and are equally as motivated during lessons.

(Hollin Ofsted Inspection 2012)

The teachers at Hollin are responsible for every child in their care, including those with special educational needs and disabilities.

What kinds of Special Educational Needs (SEN) are provided for at Hollin?

At Hollin we strive to meet the needs of all children and young people in order that they reach their potential and more.

We cater for a diverse range of learners and are skilled in providing quality first teaching to manage a spread of ability. We differentiate learning accordingly to make it accessible. Where the level of need is greater, we provide personalised learning that is additional to and different from the broad curriculum in order to meet the short and long term needs of an individual child to reach their intended outcomes. Sometimes this involves the work of support assistants and professionals from outer agencies.

Although we recognise every child is unique, Special Educational Needs in children are categorised into four broad areas of need and support.

	Type of SEN
1.	Communication and interaction
2.	Cognition and learning
3.	Social, emotional and mental health
4.	Sensory and/or physical needs

As of September 2018, we have 47 children receiving some form of SEN Support.

How do staff at Hollin know if children need extra help?

What should I do if I think my child may have Special Educational Needs?

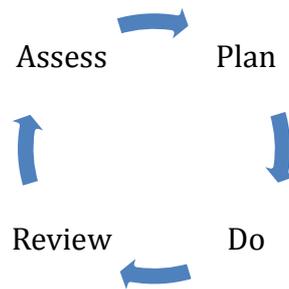
When pupils have identified SEND before they start our school, we work with the child's family and agencies who already know the children to help us identify what their SEND provision will be in our school.

The child's class teacher is the first point of contact for parents who may think that their child has additional needs. Following on from the parent teacher consultation, the class teacher may liaise with the Special Educational Needs Co-ordinator (SENDco) for further advice and guidance. We will share what we discover with you, agree with you what we will do next and what you can do to help your child. Possible outcomes could include intervention for your child (learning in addition to and different from the broad curriculum). Professional advice and support, further assessments and or investigations to explore and diagnose learning needs or medical conditions.

If a child is not making progress or experiencing difficulties in learning we will observe them; assess their understanding of what we are doing in school and seek professional advice to decide what is causing the difficulty. This will eventually lead to a pathway that ensures a child makes progress and is supported to challenge any barriers to learning.

We have internal processes for ensuring quality of provision and assessment of need. These include: My plans, provision maps, intervention records and a dedicated monitoring program with observations and review meetings held regularly to ensure a child's needs are being met.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



How will staff at Hollin support my child?

We have a dedicated team of special support assistants who work with children with additional needs in order for them to gain greater independence at school, make educational progress and reach developmental milestones. Deployment of our support staff is based on level of need: the additional support level dependent on the needs of the whole child.

Considerable thought, planning and preparation goes into the deployment of support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We invest in the professional development of our staff to ensure training and expertise are relevant and up to date.

At Hollin, we offer many different forms of additional provision. This can include in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; and access to a wide range of outside agencies.

The school SENDco manages additional provision, implemented by an excellent team of highly skilled teachers and teaching assistants. Outcomes focus on learning, social interactions, communication and emotional development. Support can also focus on physical difficulties (e.g. working with children to develop fine and gross motor skills and manage sensory processing difficulties). Again outcomes sought depend on the needs of the individual child.

The class teacher plans for all the pupils in his/her class and differentiates learning accordingly to suit the pupil's individual needs. The class teacher is responsible for the assessment of children's progress. Children are taught as a whole class, as groups, or 1:1 by both class teacher and the teaching assistants.

The provision for Children and young people with SEND At Hollin is monitored and evaluated by the SENDCo through the use of provision maps, observation, professional discourse, pupil interview and review meetings with parents, teachers and all professionals. ...

The Governors at Hollin are responsible for the overseeing of all policies and procedures in relation to SEND in school.

How do staff at Hollin assess pupil progress towards the outcomes we have identified for pupils?

Pupil's progress is measured against year group standards of from the national curriculum. Each year group has a set of age related standards for children to achieve each academic year. Not all children will be working at the expected standard for their year group and will therefore be working towards the expected standard. Some children may be working at greater depth. For those children working above or below the expected standard for their age group standards from other year groups can be used as an attainment measure in a – linear learning model where they work towards the next steps in making progress.

Progress at any level is recorded and celebrated. For children making less progress, dedicated intervention is put into place in order to accelerate progress.

Intervention

We use a mix of well-founded and bespoke interventions all effective in helping the children to progress in specific areas of learning. This can be individual or in small groups. Interventions can be curriculum based with a maths or English focus for example or develop social and or physical skills. The intervention will focus upon the children's needs and we personalise learning in order for the tasks to be achievable. Interventions are planned for and detailed in a child's provision map. Daily, more immediate intervention also occurs to help plug gaps in children's learning.

We assess the children with age related standards from the national curriculum and access standards appropriate for that child's learning.

We also assess progress that is in smaller steps and at a slower pace than the standards of the National Curriculum.

We use staff meetings to assess an anonymous pieces of work to check our judgements are correct (moderating). Teachers and teaching assistants check how well a pupil understands and makes progress in each lesson. Progress is discussed with parents at parent's evenings. We track academic progress and the development of the child on their school journey.

Pupil progress meetings are held each term to discuss the progress of pupils with the Head teacher and Deputy. The shared discussions will highlight what further

support or intervention may be needed to increase progress and bring the child back on track to meet their own personal outcomes and possible end of year targets.

Children and young people with Education, Health and Care Plans have an annual meeting to review how they are progressing and amend the support and provision in the plan as appropriate.

How will the curriculum and the learning environment be adapted and matched to my child's needs?

At Hollin we personalise learning to meet the children's needs. All children benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; intervention programmes; access to ICT; differentiated booster classes; and a broad range of extra-curricular activities.

Our staff are able to adapt to a range of SEND. They plan to manage the spread of ability in their classes. Needs can be identified in one or more of the following areas:

- Communication and interaction.
- Cognition and learning .
- Social, mental and emotional health.
- Sensory and/or physical difficulties

The learning environment and approaches to teaching cater for specific and moderate learning difficulties (SpLD) , including dyslexia, dyspraxia and autistic spectrum condition (ASC) to name a few.

The adults who work with children with SEND have a full understanding of their needs. We adapt the curriculum to enable all pupils to access each subject in a meaningful and purposeful way. Personalised learning ensures all children meet personal targets in order for them to make progress. This may involve a focus on social skills or motor skills for example.

Some children access a workshop where more personalised learning can take place in addition to and different from the mainstream curriculum.

It may be that your child needs specialist equipment e.g. sloping boards, pencils grips, posture support cushions and/or different chairs. These can be provided by school or we will seek additional support from external agencies to gain the specialist equipment to help your child access learning.

Our children are consulted about their preferred learning style and what best supports them in their learning journey. They make progress in many ways not only through academic achievement. We teach using approaches to develop confidence,

resilience and independence and offer opportunities for these skills to be transferred across the school setting creating a firm foundation for individual growth.

How will I know how my child is doing and how will you help me to support my child's learning?

Typically, a child with Special Educational Needs and/or Disabilities will have a Provision Map which outlines what additional provision is being put in place for that child. The content of the Provision Map is negotiated, as appropriate, with the child and the child's family at an arranged meeting. It should be clear to you what support and provision is in place for your child to help them achieve their identified outcomes.

Copies of your child's individual outcomes and their Provision Map will be sent home when they are reviewed. We aim to have a review meeting in the Autumn Term, Spring Term and Summer Term in preparation for transition to the next year group.

Children with more complex, long term needs may have an EHCP (Education Health Care Plan). They have their needs reviewed annually in person centred planning (My Plan) meetings with the SENDco and all professionals in their team. This ensures we are meeting the child's needs and documenting any changes. Although meetings are held annually, interim reviews can be called if needs arise.

What support will there be for my child's overall well-being including their social and emotional development?

The emotional health and wellbeing of pupils and staff is paramount at Hollin. We have a dedicated Children's welfare officer and rigorous safeguarding procedures in place to ensure the safety and wellbeing of all our pupils. As a school we offer a wide range of pastoral support for pupils who encounter emotional difficulties which include:

- Teachers and teaching assistants readily available to discuss issues and concerns.
- Person Centred planning around the child.
- Adult supervision from teaching assistants and teachers at lunchtime to support children who find social times difficult.
- If a pupil has a medical need then a detailed Health Care Plan is compiled.
- Dedicated intervention focussing on emotional wellbeing.

Your child's well-being and emotional health lies alongside their academic progress. Teachers use their detailed knowledge of each individual to promote their confidence and self-esteem.

What specialist services and expertise are available at or accessed by the school?

We have highly skilled staff equipped in meeting the individual learning, behaviour and social needs of our children. We also have strong links with a range of external support services and welcome opportunities to work cooperatively to gain the best outcomes for our children. The school currently accesses a range of specialist services including but not exclusive to:

- School Nurse
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Educational Psychologists (EP)
- Rochdale Additional Needs Service (RANS) including specialist teams for Hearing Visual and Physical Impairments.
- Children's Social Care
- Paediatricians – accessed via school nurse and/or GP's
- SENDIASS (Rochdale SEND Information, Advice and Support Service)
- HYM (Healthy Young Minds) formerly CAMHs

What training and development have staff undertaken to support children and young people with SEND?

As a school we are committed to continued professional development and are willing and keen to undertake further training to support the children and young people with SEND in our school. Professional development is appraised annually and all staff dedicate one target to continued professional development relevant to the school development plan and the children they support.

Safeguarding training is compulsory for everyone.

How accessible is the school environment?

Please see school accessibility plan.

- All entrances/exits are accessible on the ground floor.
- Fully accessible outside
- Disabled parking facilities
- Accessible toilets

How will we prepare and support your child when joining Hollin and through their transition to their next stage of education?

We are fully committed to transition and dedicate time before admission to visit pre-school settings and home environments to find out as much as we can about the child, communicating things of significance to the wider team. This is a most worthwhile experience and sets the children off in good stead.

When pupils have identified SEND before they start our school, we work with the professionals and agencies that already know the child and use the information already available to identify what their provision will be in our school setting.

Parents and children are more than welcome to look around Hollin at an agreed time to see what excellent provision we offer and whether you feel we can meet the needs of your child.

Your child, if particularly worried or anxious, will be offered some transition visits and an opportunity to meet their new class teacher and class mates. Transition visits are most successful and beneficial particularly when your child is going into Secondary school.

We are equally as committed when children grow and leave us. Time is dedicated to professional discourse about each child and the passing on of key information is vital. Pre visits help to reduce anxiety and build familiarity with the school environment.

At Hollin we work with our local secondary schools. Necessary information that will improve outcomes for the child transitioning is shared. Parents are a key part of this. Relevant paper work is guaranteed to be passed on to them and they are made aware of any special requirements, both educationally and pastorally.

Activities outside the classroom including school trips

As an inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part when we can.

How does additional resource and funding work for children and young people with SEND?

Schools receive funding for all pupils including those with Special Educational Needs and disabilities.

If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there may be additional funding allocated following an Education, Health and Care needs assessment. This additional funding must be used to support the child to meet the outcomes identified in an EHC plan. (My Plan).

Parents and the child will be involved in the planning process and have an opportunity to say how they think the resources should be used to best meet their child's needs.

How much support my child will receive?

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and SENCo to determine what this may be. If evidence suggests that even higher levels of support or funding maybe beneficial this is agreed by the Headteacher and SENDco with parental consultation and contribution. If further application for funding and support is deemed necessary, a request for an EHC needs assessment will be made by the SENDco and parents/carers/ young person working in partnership. Children with an EHC plan will gain the additional support necessary to reach the outcomes detailed in their plan. The local authority decide the funding band level based on the needs of the child.

How will I be involved in discussions about and planning for my child's education?

There are a number of ways you can communicate with us. :

- Discussions with the class teacher.
- Regular Review Meetings – Person Centred Planning (PCP)
- During parents evenings
- During discussions with other professionals
- Multi-Agency Meetings
- Secondary Transition Meeting
- Annual review of EHCP.

Who can I contact for further information or if I have any issues or concerns?

You can discuss your child's education with the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. The SENDco can be contacted via a telephone call to the school office. The Deputy or Head teacher is also available to talk to you at a mutually convenient time.

Special Educational Needs and Disability Information Report

2018

Rochdale SENDIASS can provide independent information, advice and support on all matters related to SEND, they can be contacted at:

Telephone 01706 515 741

Email sendiass.rochdale@family-action.org.uk

Website <http://www.family-action.org.uk>

Address Unique Mill Enterprise Centre Belfield Road
Rochdale, OL16 2UP

If your concern is with the local authority, further information can be found using the following link:

http://www.rochdale.gov.uk/the_council/contact_us/corporate_complaints_and_compl/school_-_complaints_procedure.aspx

Other Information

In preparing this report we have included staff, parents and children and young people through...using their experiences to detail our best practice.

Relevant school policies underpinning this SEN Information Report include:

- SEND policy
- Admissions policy
- Accessibility plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Record of Monitoring and Review of this Report

This report was developed byPaula Noon.....

This report was written on19.9.2018.....

Parental Consultation completed on.....

Special Educational Needs and Disability Information Report **2018**

This report will be formally reviewed with all stakeholders annually, changes in provision will be added as and when they occur.

Report History:

DATE FIRST ADOPTED BY GOVERNORS	
DATE REVIEWED	
BY	
CHANGES MADE	
DATE REVIEWED	
BY	
CHANGES MADE	
DATE REVIEWED	
BY	
CHANGES MADE	

Should you have any further questions, or would like this information in an alternative format, please do not hesitate to contact the SENDco via the details above.

Many thanks

Miss P Noon