



## HOLLIN LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND



### How we identify individual special educational learning needs

- ❖ When pupils have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting.
- ❖ If you tell us you think your child has a SEN we will discuss this with you and check it out– we will share with you what we find and agree with you what we will do next and what you can do to help your child
- ❖ If our staff think that your child has a SEN this may be because they are not making the same progress as other pupils; they may be experiencing difficulties with following instructions or answering questions for example. We will observe them; we will assess their understanding of what we are doing in school and liaise with other professionals to pinpoint what is causing difficulty. We may also include other professionals to advise the best educational provision for our pupils with SEN.

### How we involve pupil and their parents/carers in identifying SEN and planning to meet them

- ❖ We have a child centred approach. No decisions will be made about a child without input from the child and their family.
- ❖ When we assess SEN we will discuss with you if your child experiences any difficulties at home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress
- ❖ Where appropriate we will write and review Provision Maps with pupils and parents/carers
- ❖ A Provision Map details activities the children engage in that are additional to and different from the curriculum to help them to make progress. It also details resources that help your child to learn.

### How we adapt the curriculum so that we meet SEN

- ❖ Staff adapt work to make it easier or more challenging so that every child is able to learn at their level
- ❖ We use well founded and bespoke interventions to make learning more accessible for pupils with SEN.

### How we modify teaching approaches

- ❖ Our staff are trained to use a variety of approaches which means we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties
- ❖ We use a number of different approaches to teaching which incorporate children's different learning styles



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- ❖ We have a SENCO who has completed the National SENDCO training.
- ❖ All our staff (including teaching assistants and governors) attend regular courses on various SEN issues.
- ❖ All classes have a well trained teaching assistant working alongside the teacher.
- ❖ We have learning support assistants for some children with additional, complex and or long term needs.
- ❖ We have a comprehensive range of intervention strategies running in all classes throughout school.
- ❖ All our staff (including teaching assistants and governors) attend regular courses on various SEN issues
- ❖ We have a TEACCH workshop for some pupils where they can access personalised learning.

### **How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)**

- ❖ We assess whether a child is working at, above or towards age related expectations.
- ❖ We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating).
- ❖ We use nationally agreed guidelines on progress to check that this is good enough.
- ❖ We check how well a pupil understands and makes progress in each lesson.
- ❖ Our senior leadership team check the progress of pupils every term and we discuss what we are doing to make sure pupils make good progress (is there anything else we can do?)
- ❖ For pupils with SEN, teachers discuss progress with parents every term or more often if we believe this will help.  
We have a comprehensive range of intervention strategies running in all classes throughout school.

### **What equipment or resources we use to give extra support**

- ❖ We use workstations; picture timetables; support for communication; countdown timers for pupils who need it.
- ❖ We use specialised equipment for those who need it such as comfy cutlery, adapted scissors, overlays, writing slopes and pencil grips to recall a few.
- ❖ We use iPad Apps for pupils to personalise learning.
- ❖ We use a range of computer software to help pupils engage with subjects they find difficult; practice basic skills; become independent learners.
- ❖ We sometimes access lessons/resources at Newlands school for children who need extra support.

### **What extra support we bring in to help us meet SEN:- services; expertise**



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### How we work together collaboratively

- ❖ We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism)
- ❖ We get support from local authority services.
- ❖ We can refer to the Children's' acute and ongoing needs service.
- ❖ We get support when children access the speech and language service.
- ❖ We get support from occupational therapy for pupils who have physical and or sensory needs.
- ❖ We get support from physiotherapy for pupils who need it.
- ❖ We refer children to our school Educational Psychologist if we feel they need support in their learning.
- ❖ Together we review the pupil's progress; agree what everyone will do to make teaching more effective, learning easier and target the pupil's achievement. We consider how we will work together; what we will each do. At an agreed date we review how well the pupil is doing and if we are making difference, and what we need to do next. The pupil and parents are at the centre of these discussions.

### What other activities are available for pupils with SEN in addition to the curriculum

- ❖ We have a number of before and after school activities and all pupils, including those with SEN are included; we provide anything needed to support equal access.
- ❖ We have regular educational visits and residential. Pupils with SEND are always included in these. We provide anything needed to support their full involvement. We choose visits that are accessible to all.

### How we support pupils in their transition into our school and when they leave us

- ❖ We meet with SENCOs from other schools to pass on information prior to transfer.
- ❖ We meet with parents and children before children start at our school.
- ❖ We give families opportunities to visit and look round the school before their start date.
- ❖ We carry out transition activities prior to children moving to high school.

### How additional funding works

- ❖ Schools receive funding for all SEN pupils and they provide what pupils need from this (including equipment). The local authority may



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contribute to very expensive items.

- ❖ If a pupil has an EHCP (Education Health and Care Plan) there will be additional funding allocated. Parents and professionals work closely together to identify the most effective provisions for the child and detail how this funding is used. You will be told if this means you are eligible for a personal budget. This must be used to fund outcomes in the my plan.

### Where pupils can get extra support

- ❖ Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- ❖ In school, Miss Noon and Miss Iddon are our SEN coordinator and Children's welfare Officer. They will follow up your concern and make sure you agree with ongoing actions.

### Where parents/carers can get extra support

- ❖ There are a number of parent support groups
- ❖ The Parent/carer forum for Children with Disabilities in Rochdale, Heywood & Middleton is called Family Voice. This is an umbrella organisation for all organisations in Rochdale. They can provide information, training and support. They are involved in policy and decision making at the level where we are working on all things at 'Rochdale' level - <http://www.theparentforum.co.uk/about/>
- ❖ SENDiASS is an SEN information and advice service.

**Barnardos**  
**Blue Pit Mill**  
**Queensway**  
**ROCHDALE**  
**Greater Manchester**  
**OL11 2YW**  
**Phone: 01706 769634**

- ❖ Parents can make appointments to meet with members of staff to talk about any issues at mutually agreed time.

### What to do if you are not satisfied with a decision or what is happening (for parents)

- ❖ Your first point of contact is always the person responsible – this may be the class teacher; the SENCo or the headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the head teacher then ask for the school



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governors representative.

- ❖ If you do not feel the issues have been resolved, you will need to follow the school's complaint procedure a copy of which can be found on the school website
- ❖ The local authority has a panel of senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with
- ❖ The Parent partnership Service provide independent information and advice [Parent partnership Service](#)