



HOLLIN LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND (Special Educational Needs and or Disabilities)



How we identify individual special educational learning needs

- When children have identified SEND (Special Educational Needs or Disabilities) before they start at Hollin, we work with the people who already know them and use the information available to identify if we can meet the needs of the child.
- Once at school. If you tell us you think your child has SEND we will discuss this with you and assess the children's level of need. This may involve other professionals.
- 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. This may involve referrals to professional agencies.
- If our staff think that your child may have a special educational need we will discuss this with you in the first instance.
- This may be because they are not meeting age related expectations, making the same progress as other pupils, or they may be experiencing difficulties with aspects of learning.
- In the first place we will observe them; we will assess their understanding of what we are doing in school (intervention) and make a plan to target their learning need based on the 4 broad areas of SEND.
- **SEND broad areas of need**
 1. Communication and interaction.
 2. Cognition and learning.
 3. Social, emotional and mental health difficulties.
 4. Sensory and/or physical needs.
- If we feel there is a need we will liaise with our school SENDco – (Special Educational Needs and Disabilities Coordinator) – Mrs Keogh. She can make referrals to other professionals to try to pinpoint what is causing difficulty and advise the next steps to ensure the best educational provision for our pupils with SEND. This is known as SEND support.
- A child receiving SEND support in school has a provision map. (A document that details what intervention we have in place to help your child make progress).
- If your child has more complex needs we will continue to assess and plan and review next steps at SEND support level.



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- If your child's needs present as severe or complex and are persistent over time, we will gather evidence, gain professional support and may apply for an Educational Health Care plan.

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.
- We will write and review Provision Maps with pupils and parents/carers to detail their targeted intervention (What we are doing to help them).
- A Provision Map details activities the children engage in that are additional to and different from the broad curriculum to help them to make progress. It also details any strategies and 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 may consider working in areas other than the classroom if it helps a child learn.
- We use evidence based, well founded and bespoke interventions to make learning more accessible for pupils with SEN, catch them up, fill any gaps in learning and make progress.

How we modify teaching approaches

- Our staff use a variety of approaches to meet the needs of a range of SEND: - specific learning difficulties (including dyslexia); Autistic Spectrum Condition; Attention Deficit and Hyperactivity, Delayed language, other 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.
- We have a SENCO (Special Educational Needs Coordinator) who has completed the National SENDCO training and Dyslexia leaders course.
- All our staff (including teaching assistants and governors) attend regular courses on various SEND.
- 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.
- Small groups of children access learning outside of the classroom environment (alternative provision) and have their own timetable.



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- We have a comprehensive range of intervention strategies running in all classes throughout school.

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 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 use staff meetings to get all teachers to assess 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 SEND, 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 personalised strategies and resources to help the individual child. In summary these may include:

- Visual timetables and visual prompt cards to support for communication and understanding.
- We use objects of reference to help children understand what is happening or about to happen.
- We use now and next boards to help children plan their next steps.
- We use countdown timers for pupils who need them.
- Workstations are used to help reduce environmental triggers.
- We use specialised equipment for those who need it such as comfy cutlery, adapted scissors, overlays, writing slopes and pencil grips.
- We use iPad Apps for pupils to personalise learning.
- We use iPads as communication aids.
- We use a range of computer software to help pupils engage with subjects they find difficult; practice basic skills and become independent learners.

What extra support we bring in to help us meet SEND:- services; expertise



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How we work together collaboratively

- We request support from local authority services.
- We can request support from specialist teachers/support staff for children with additional needs including visual and hearing impairments, physical disabilities and autistic spectrum condition. (RANS – Rochdale Additional Needs service).
- They advise us how to best ensure children with additional needs are accessing the curriculum.
- The fair access team help us to support children who may display challenging behaviour.
- We can refer to the Children's' acute and ongoing needs service (CAON) for Speech and Language Therapy (SaLT) support and Occupational Therapy (OT).
- We can refer to SPOA – The single point of access who may signpost to CAHMs (Child and Adolescent mental health service) after triage.
- We get support when children access the core 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 the need for expert advice and support.
- 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.
- We have a resident Speech and Language Therapist in school one day a week to provide specialist and targeted Speech language and communication support for those children in need but not under the core service.
- She also provides staff training and ongoing advice and support to staff.

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 SEND.
- All pupils engage in regular educational visits and residential including those with SEND. We provide anything we can needed to support their full involvement. We choose visits that are accessible to all.
- The Rochdale Matrix of activities signposts activities specifically for children with additional needs.

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



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- We communicate 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.
- We often arrange pre-revisits to help prepare a child for transition.

How additional funding works

- Schools receive funding for all SEN pupils based on our census of pupils.
- Schools can apply for additional funding for children with more complex needs.
- If a pupil has an EHCP (Education Health and Care Plan) additional funding allocated. Funding is tiered in bands. 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 child's 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, Mrs Keogh and Miss Iddon are our SEND 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.
- 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



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concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head teacher or another member of the senior leadership team then ask for the school 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.
- Issues can be raised with the SEND team at the local authority (council).
- They will advise mediation 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](#) as do SENDiass.

Thankyou