



Special Educational Needs and Disability Information Report November 2024

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At Hollin Primary school, our aim is to provide an education which develops the whole child both academically and socially, nurturing skills which prepare them for lifelong learning. We are very proud of our special educational needs provision and our excellent pastoral care.

Hollin prides itself on providing a safe, stimulating learning environment where children thrive. All our children are known, valued and respected as individuals who leave our school ready for the next stage in their education with life skills to prepare them for their future.

The staff and governors of Hollin Primary School work together to provide the best possible outcomes for our children. We want them to achieve the highest possible standards through memorable and enjoyable learning experiences.

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.

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 November 2024, we have 68 children receiving SEND Support.

We have 24 children with an Education Health and Care Plan.

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. A consideration of the child's needs is made in connection to the setting.

If a child has an Educational Health Care Plan upon admission, a consultation will take place to ensure we can meet the child's needs.

The child's class teacher is the first point of contact for parents/carers who may think that their child has additional educational 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. In the first instance we would conduct intervention work around the area of need to see if progress can be made and try to identify any barriers to learning.

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, referrals to outside agencies, further assessments and or investigations to explore and diagnose learning needs or medical conditions. (As teachers we cannot and do not make formal diagnoses of specific learning difficulties and or disorders or conditions). We always encourage parents/carers to seek medical or professional advice.

If a child is not making the expected progress or experiencing difficulties in learning we will observe them; assess their understanding of what we are doing in school and offer ways to help. We may seek professional advice to decide what is causing the difficulty. This can 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. Teachers engage in pupil progress meetings with the senior leadership team termly.

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



How will staff at Hollin support my child?

When SEND is being explored or has been identified children are offered SEND support which is additional learning different from the broad curriculum to meet their needs or close gaps in learning. This will be delivered from a teacher or a teaching assistant.

If a child presents with more severe or complex needs or has an EHCP they may have increased support from a teaching assistant. We have a number 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 is dependent on the needs of the whole child. We use this support flexibly to meet the needs of all the children.

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, and pupil interview. Review meetings are also held 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?

Teachers assess the children using age related standards 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 or below 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.

We also assess progress that is in smaller steps or at a slower pace than the standards of the National Curriculum through personalised learning targets and access to pre key stage or early years development matters documents.

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.

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

Some children cannot access the level of learning for their key stage and would be identified as working at pre key stage. In this instance an engagement model is used. The engagement model is the assessment for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Learning is personalised and evidenced. At Hollin we use tapestry, tapestry is an on-line system which allows us to create an individual Learning journey for a child. We can add comments, notes, photographs and videos of a child and then link these to the Early Years Curriculum to evidence achievements and progress.

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. Children under 5 have interim, 6 month reviews. A review can be called early if amendments to a child's plan need to be made.

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 and address misconceptions in children's learning.

Dedicated intervention works towards the outcomes detailed in a child's EHCP.

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).

The adults who work with children with SEND develop 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 aims for 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 learning outside of the classroom where more personalised learning can take place in addition to and different from the mainstream curriculum. A personalised timetable will reflect this. In some cases a parallel curriculum is planned for those children who cannot access the curriculum and through review we would consider if we can meet the child's needs. It may be that your child needs specialist equipment and resources e.g. sloping boards, pencils grips, posture support cushions, walking aids and/or different chairs. These can be provided by Occupational therapy, 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 them. The content of the Provision Map is negotiated, as appropriate, with the child and the child's family parent's evening.

It should be clear to you what support and provision is in place for your child to help them achieve their identified outcomes. You will be asked to sign this document. Provision maps are written and reviewed termly in October, February and June. The June map ensures provision continues in preparation for transition to the next year group. This is then adapted in October by the new class teacher once they have a greater understanding of the child's needs. Support can be in a small group or more personalised.

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.
- Teaching assistants and non-teaching members of the Senior Leadership Team on duty every dinner time.
- Adult supervision from teaching assistants and teachers at lunchtime to support children who find social times difficult.
- Person Centred planning around the child.
- If a pupil has a medical need then a detailed Health Care Plan is compiled.
- Dedicated intervention focussing on emotional wellbeing such as wellbeing warriors or mental health support team practitioner.
- Wellbeing Warriors small group intervention – bought in by the school.
- MHST – Mental Health practitioner supporting the school.
- A dedicated Health and Wellbeing curriculum team.

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 impaired, Visual impaired, Physical disabilities and Autistic Spectrum Condition
- Children's Social Care
- Paediatricians – accessed via school nurse and/or GP's
- SENDIASS (Rochdale SEND Information, Advice and Support Service)
- CAMHs (Child Adolescent Mental Health service)



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.

In 2022 the whole school engaged in emotion coach training and in 2023 completed mental health first aid training.

The School SENDco has the postgraduate national Qualification in SEND (level 7) as well as a B'Ed (Hons) in Primary Education with QTS and the national Professional Qualification for Headship (NPQH). She is a youth Mental Health First Aider trained by MHFA England.

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 their peers.

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. Electronic records are passed on securely via cpoms (the market leading software for monitoring and recording safeguarding, wellbeing, SEND and all pastoral issues). Receiving schools 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, expectations and levels of support and supervision 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 SEND 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
- Annual Reviews for children with an EHCP
- Multi-Agency Meetings
- Secondary Transition Meeting

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/Deputy Head can be contacted via a telephone call to the school office. The Head teacher is also available to talk to you at a mutually convenient time.

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 Keogh.....

This report was written on29.11.2024.....

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

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

Mrs Keogh
Deputy Headteacher and SENDCO