THE HOLLINS

Special educational needs (SEN) information report

Approved:	
Date to review:	

Contents

Contents 2
1. What types of SEN does the school provide for? 3
2. Which staff will support my child, and what training have they had? 3
3. What should I do if I think my child has SEN? 5
4. How will the school know if my child needs SEN support? 5
5. How will the school measure my child's progress? 6
6. How will I be involved in decisions made about my child's education? 7
7. How will my child be involved in decisions made about their education? 7
8. How will the school adapt its teaching for my child? 7
9. How will the school evaluate whether the support in place is helping my child? 9
10. How will the school resources be secured for my child? 9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 10
13. How accessible is The Hollins? 10
14. How will the school support my child's mental health and emotional and social development? 10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 11
16. What support is in place for looked-after and previously looked-after children with SEN? 12
17. What should I do if I have a complaint about my child's SEN support? 12
18. What support is available for me and my family? 12
19. Glossary 13

Dear parents and carers,

The aim of this information report is to explain how SEND support works in our school.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

The Hollins provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

Mrs L Parrish 	Mrs Parrish acts as the link between the governing body, headteacher and SENDCO, reporting back to the governors on monitoring and compliance with the 'SEND code of practice: 0 to 25 years' and 'The Children and Families Act 2014'. Mrs Parrish is Deputy CEO, Executive Headteacher and Specialist School Improvement Lead at the Sea View Trust, so has extensive experience in SEND provision.
 Mrs N Johnstone Trust SEND Lead & SENDCo	Mrs Johnstone is a senior leader with a strong commitment to inclusion and ensuring that every pupil has the opportunity to thrive. She holds the National Award for SEN Coordination (NASENCO) and has over 20 years of experience in education, including roles as a teacher, pastoral leader and subject mentor for trainee teachers. In addition, she co-delivers the National Professional Qualification (NPQ) for SEN Coordination. As SEND lead, Mrs Johnstone oversees

	SEND provision across The Hollins, providing guidance, support and training for teachers and teaching assistants to ensure pupils with SEND receive high-quality provision tailored to their needs. All teaching staff take part in regular SEND-focused professional development as part of our ongoing CPD programme and are supported by Mrs Johnstone to ensure they can effectively meet the needs of pupils with SEND within their classrooms.
 Mrs N. Cirino	Mrs Cirino is SEND Manager, she is in charge of the day-to-day operation and delivery of effective provision for pupils identified as having Special Educational Needs (SEND). Mrs Cirino is an accredited specialist assessor and writes access arrangements for public examinations.

Teaching Assistants (TAs)

We have a skilled team of teaching assistants, including a Higher-Level Teaching Assistant (HLTA), who work closely with teachers to support pupils with SEND across the school. Members of the team have expertise in a range of areas including literacy, numeracy, social, emotional and mental health (SEMH), emotional literacy support, visual impairment, Braille support, communication and language development, and preparation for examinations.

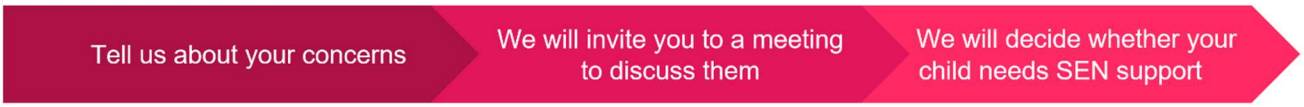
Teaching assistants provide targeted support within lessons, deliver evidence-based interventions, support pupils to develop independence and confidence, and help ensure that reasonable adjustments are implemented effectively. The team receives ongoing training and works closely with the SENDCo, SEND Manager, teachers and external specialists to meet the needs of individual pupils.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapist
- Educational psychologist
- Occupational therapist
- GPs & paediatricians
- School nurse
- School councillor
- Mental Health Support Team (MHST)
- East Lancashire Child and Adolescent Services (ELCAS)
- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher via the school office or through Arbor.

They will pass the message on to Mrs Johnstone (SEND Lead) who will be in touch to discuss your concerns.

You can also contact the SENDCo or SEND manager on 01254 233500

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record on Arbor.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

Inclusive high-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. At the Hollins adaptive teaching for individual students is the first step in responding to pupils who may have SEND.

This means:

- ✓ That the teacher has the highest possible expectations for all pupils in their class
- ✓ That all teaching is built on what children already know, can do and can understand
- ✓ A range of teaching strategies are in place so that pupils are fully involved in their learning and know how to move their learning forward
- ✓ Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support pupils to learn
- ✓ Communication between staff and parents is ongoing to inform how their child is progressing
- ✓ Quality of teaching for all pupils is regularly reviewed and staff regularly receive evidence-based training in order to create a fully inclusive learning environment
- ✓ Student progress is constantly assessed and reviewed and any gaps in their understanding/learning will be identified and addressed through specific subject targets and subject specific interventions.

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their school work or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil additional support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will make a referral to the SEND department, The SENDCo will gather information on the pupil to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. If necessary, we may ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

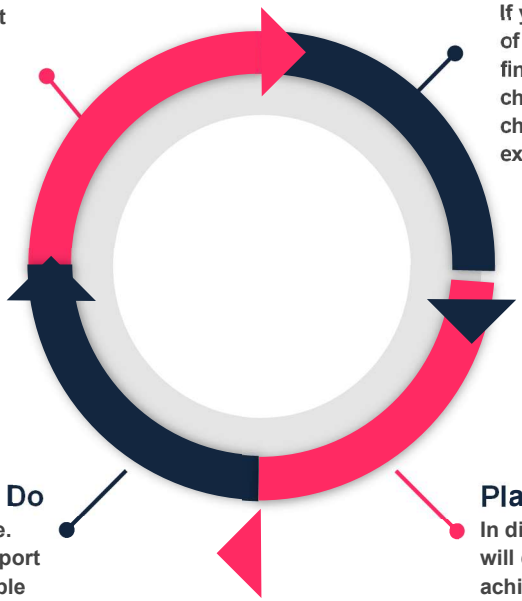
Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

If a pupil is identified as having SEND, we will use our best endeavours to provide support that is 'additional to' or 'different from' the differentiated approaches normally provided as part of high quality, adaptive teaching.

At the Hollins we follow the graduated approach, this is a 4-part cycle of **assess, plan, do, review**:



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for yours and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teachers, with the support of the SENDCo, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Where evidence suggests that a pupil may require provision beyond that which can reasonably be provided through SEN Support, the school may request an Education, Health and Care (EHC) Needs Assessment in partnership with parents, carers and the young person. The local authority will consider all available evidence and decide whether an EHC Needs Assessment should proceed. If an Education, Health and Care Plan (EHCP) is issued, the school will work with parents, carers and professionals to ensure that the provision specified within the plan is delivered effectively.

6. How will I be involved in decisions made about my child's education?

Through our home school agreement, we encourage an active partnership between school and home. Regular reviews of progress are carried out (termly) by all subject teachers and contact is made home if a pupil is underachieving. Success is celebrated through our reward system.

Parents are invited to speak with their child's subject teachers at parents' evenings, and form tutor or head of year whenever necessary. Arbor can be used to contact school or a member of staff for a specific query. All pupils on the SEND register will have specific targets that they can work on at home. Opportunities will be provided by The Hollins to help you support your child at home, (see school calendar e.g., Introduction to KS3 evening). Our newsletters and website will share information about the curriculum and school.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

7. How will my child be involved in decisions made about their education?

Your child will be at the centre of all decisions made and will be involved in all target setting to support them in school, as we encourage all pupils to be responsible and ambitious and will support them in fulfilling their aspirations. We will always capture the voice of the pupil before a decision is made.

8. How will the school adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at The Hollins.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum. At The Hollins, we work on an individual basis to make sure the adaptations we make are meaningful to your individual child's needs.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, multisensory approaches.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1, in small groups or providing roving support for a whole class depending upon the direction of the subject teacher.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables and checklists Clear routines with prior warning about deviations from the norm.
	Speech and language difficulties	Speech and language therapy sessions and Lego therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes Coloured overlays Assistive technology
	Moderate learning difficulties	Graphic organisers Pre-teaching and over learning.
Social, emotional and mental health	ADHD, ADD	Regular movement breaks
	Adverse childhood experiences and/or mental health issues	Pastoral support and peer support groups
	Hearing impairment	Appropriate seating

Sensory and/or physical	Visual impairment	Adapting lesson resources
	Multi-sensory impairment	Multisensory and tactile resources
	Physical impairment	Individual accessibility plans

These interventions are part of our contribution to Lancashire County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing the impact of interventions and assessing progress towards your child's goals each term
- Speaking to both yourself and your child.
- Ongoing monitoring by subject teachers and the SEND department
- Using provision mapping software to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is needed beyond what school can cover, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All children are included in our extra-curricular activities and educational visits. Staff carefully select transport, activities and venues that are suitable for all pupils. All pupils are included in extracurricular clubs. The participation of pupils with specific needs is closely monitored by the staff. All children are included in all aspects of school life wherever possible by careful risk

assessment; putting extra support in place where necessary. Parents are always consulted when pupils may need some extra provision when learning goes beyond the classroom.

The school will take all reasonable steps to ensure that pupils with SEND can participate fully in educational visits, enrichment activities and extracurricular opportunities alongside their peers. Where adjustments are required, these will be carefully planned in partnership with families and relevant professionals to ensure inclusion and safety.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We ensure that all stages of the admissions process are inclusive and realistic. Our SENDCo and SEND manager are available at our annual Open Evening for discussions with parents and pupils regarding our school offer. However, individual tours of the school and discussions can also be booked. We then work closely with the local authority to ensure that any consultations for those pupils with EHCPs are accurate in terms of what we are able to offer pupils with very specific needs. We ensure that our admissions list from the local authority matches our information. Our oversubscription criteria is objective and at no point is there an opportunity for pupils with a disability or a SEN to be unfairly discriminated against. As an academy, we are our own admissions authority and our central team oversees the process to ensure the objective criteria are strictly adhered to. The school complies fully with the Equality Act 2010, the School Admissions Code and the SEND Code of Practice when making admissions decisions.

13. How accessible is The Hollins?

The Hollins is committed to ensuring that all pupils can access education and participate fully in school life. Whilst some areas of the school site present physical accessibility challenges, we work proactively with families, local authority services and relevant professionals to identify and implement reasonable adjustments where required. Individual risk assessments, accessibility arrangements and support plans are developed where necessary to ensure pupils can access learning safely and successfully.

Further information can be found in the school's Accessibility Plan, which is available on our website.

14. How will the school support my child's mental health and emotional and social development?

At The Hollins, we support pupils social and emotional progress throughout their time here. All pupils have twice-daily contact time with a dedicated form tutor for the duration of the pupil's time at The Hollins. The Year Coordinator also remains with the same year group for five years which creates an excellent pastoral care system. This system enables a foundation for meaningful

relationships between tutors, pupils and year coordinators.
When we have identified a need for a child, we match the provision accordingly. We monitor the impact of interventions through regular meetings and tracking of pupil progress. The SENDCo reports this information to the head teacher who then reports to the Governors.

Support may include:

- Dedicated pastoral support through form tutors, year coordinators and senior leaders.
- Emotional literacy and wellbeing interventions.
- Access to ELSA support where appropriate.
- Referral to the Mental Health Support Team (MHST).
- Support from external agencies including health and social care professionals.
- Attendance support and personalised plans where required.
- Risk assessments and safeguarding support where necessary.

We monitor the impact of support through regular reviews, pupil voice, parent feedback and ongoing assessment of progress and wellbeing.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we share good practice between teaching staff and ensure that new teachers are aware of SEND needs and targets before taking on new classes.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Primary to Secondary

Transition programmes are in place with all our feeder primary schools to allow children to progress to the next level of their education confidently. Transition programmes are tailored to the individual needs of the child. We deliver a series of year 6 transition days which are personalised for pupils who have experienced difficulties in the primary setting. Meetings are held whilst your child is in year 6 to begin the process of transition into year 7. Year coordinator and key staff make visits in the primary school setting to help prepare pupils for the changes ahead.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education. Here at The Hollins, we take the future employability and career development of our pupils extremely

seriously. Our CEIAG programme is delivered by Education Business Partnership, we have dedicated independent and impartial advisers in school on Mondays and Thursdays and they organise events for different year groups and working with curriculum teams to promote careers-related learning.

We work with pupils to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Pilkington (our CLA champion) works closely with Mrs Johnstone and Mrs Cirino, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you have any complaints the first port of call is the SEND lead (Mrs Johnstone) on 01254 233500. If this is not appropriate or you feel that it is more serious then you need to contact the Headteacher.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at The Lancashire Local Offer

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

Guidance on independent support for parents

https://lancssendias.org.uk/

Lancashire SEND partnership website

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/shaping-send-together/lancashire-send-partnership/

Further information can also be found in:

- The Hollins SEND Policy
- The Hollins Accessibility Plan

These documents are available on the school website.

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adaptive Teaching –** the process of adapting teaching approaches, resources, explanations and support to meet the needs of learners while maintaining high expectations for all pupils.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages