



**Pennine Academies Yorkshire – Multi Academy Trust
Hollingwood Primary School
SEND Local Offer**

**The Local Offer or Summary of Provision for children and young people with
Special Educational Needs or Disabilities (SEND)**

Pennine Academies Yorkshire

Our values are centred around the diversity of our schools and how this strength can help all of us to grow together to provide the best possible outcomes for pupils, ensuring that every child makes exceptional progress in their academic and social development.

We have a particular care for our pupils who have additional needs. We recognise this is a growing area of need both locally and nationally. All schools in the family are wedded to the principles of inclusion. It therefore stands to reason we should make the maximum effort to make pupils with additional needs even more welcome, remove more barriers and ensure their future success.

HOLLINGWOOD PRIMARY SCHOOL

We are a fully inclusive school who ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum regardless of; gender, ethnicity, social background, religion, physical ability or educational needs. This document is intended to give you information regarding the ways in which we ensure we support all our pupils, including those with SEND, in order that they can achieve their full potential. It may not list every skill, strategy, and resource we employ in order to achieve this as these are continually developed and modified to ensure our provision meets the changing requirements for individual pupils. Children may have special educational needs that require additional support when progress has slowed or stopped

Introduction

The Children and Families Act 2014 section 20 defines when a child has special educational needs (SEN). This is when they have a learning difficulty or disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age.

When a potential special educational need has been identified, a graduated approach which involves assessing, planning, implementing and reviewing the approach taken with the child becomes increasingly personalised. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken.



The graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN is used to inform the provision in place for each child identified as having special educational needs. This is based on a three range structure which takes account of the following areas of need: Autistic Spectrum Condition, Speech, Language and Communication Needs, Moderate Learning Needs, Specific Learning Needs, Behavioural, Social and Emotional Needs, Hearing Impairments, Visual Impairment, Multisensory Impairment and Physical Difficulties.

Hollingwood Primary School provides provision for students until the threshold of an Education, Health and Care Plans (EHCP) are required. This is provided for each area of SEND. If a child is awarded an EHCP, the support provided in school will follow the detailed provision in the plan.

School Details

School Name	Hollingwood Primary School
School SENDCO	Victoria Ling
SEND Trustee	Deirdre Bailey
Type of School	Mainstream Primary
Accessibility	Full wheelchair access
Agencies that can be Accessed	Speech and Language Service Educational Psychologist Specialist Advisory Teachers from Local Authority e.g. learning difficulties teacher, autism specialists, specialist teachers for children with social, emotional, behavioural difficulties Physical and Medical team Hearing impairment team Visual impairment team Early years SEND specialist team School Nurse Community Paediatricians CAMHS (Child Adolescent Mental Health Services) Bereavement, domestic violence support groups
Provision Unique to School	Authority Lead Resourced Provision for SEMH
Consultation with Parents	Parents evening twice annual, plus an open evening in the last term. Children on the SEND register meet with the SENDCO each term to discuss targets.
Before and after school activities	Open to all children, the activities differ each half term



Information about Special Education Provision at Hollingwood Primary School

Individuals in School Responsible for SEND Provision

The SENDCO is responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and provision mapping to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The class/subject teacher is responsible for:

- Quality First Teaching.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing My Support Plans where required and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are supported to deliver the planned provision for your child, so they can achieve the best possible progress – this may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.



The Headteacher is responsible for:

- The day to day management of all aspects of the school – this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCO and class teachers but is still ultimately responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Identification

If you as a parent have concerns about your child's progress you should speak to your child's class teacher in the first instance. If the school has concern about your child's learning and they are identified as not making expected progress or has additional needs the school will set up a meeting to discuss this with you in more detail and to:

- Share initial concerns between school and home
- Review the provision that has been in place for your child and the impact of this provision
- Arrange additional support or interventions your child may need
- Discuss any further referrals to other professionals if necessary
- Explain and agree the review process that will be in place for your child

Additional Support

The school budget, received from Bradford Local Authority, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors on the basis of the needs in the school. The Headteacher and the SENDCO review the information they have regarding the SEND requirements of the school, including; the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected, deciding what resources/training and support are needed. All resources/training and support are reviewed regularly and changes made as appropriate.

Bradford Council have identified multiple categories for pupils with SEND. Within a mainstream school it is expected that provision will be made for pupils up to the threshold of an EHCP. We would also support pupils in receipt of an EHCP which names our school, which would show that the Local Authority and school agree that the needs of the child can be met within our setting.



Supporting the Parent

We recognise the importance of supporting you as parents and carers and have the following support in place:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- My Support Plans will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- There are a number of parent support groups such as Parent Partnership (SENDIASS) and Bradford Families Information Service.

Supporting the Child

The support on offer to your child is like them, unique. We tailor our strategies to support the individual. But they will follow the approaches detailed below:

Your child will receive	Quality First Teaching
Your child may receive	Specific small group work
	Specific targeted work on an individual basis as part of a small group
	Specialist individual support or sessions from specialist teachers or other professionals
	Specified 1:1 support during lessons and or/ playtimes

Other Special Teams who may support your Child	Autism Spectrum Team
	School Nursing Team
	Social, Communication, Interaction and Learning (SCIL) Team
	Speech and Language Therapists
	Educational Psychology Team
	Child and Adolescent Mental Health Service (CAMHS)
	Health Services as appropriate
	Behavioural, Emotional and Social Difficulties Team



More Information

For more information about SEND at Hollingwood Primary School please contact the school:

v.ling@paymat.org, call school office 01274 575353

To find more information about SEND at Pennine Academies Yorkshire please contact the school:

m.sellers@paymat.org

To find out more information about Bradford Councils Local Offer please visit their website at <https://localoffer.bradford.gov.uk/>