

# HOLLINGWORTH ACADEMY

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY & INFORMATION

### September 2018

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## INTRODUCTION

Equity is one of the four cornerstones of everything we do at Hollingworth. The provision for children with special educational needs and disability (SEND) at Hollingworth is inclusive and also allows for reasonable adjustments to be made to support the learning and wellbeing of these children, regardless of need. The following document sets out how children with SEND are supported, nurtured, valued and encouraged from transition to the school, through to transition into the post 16 sector.

"We believe that every individual child at Hollingworth should be challenged and supported to make outstanding progress academically and develop into an independent, considerate and confident young adult, capable of successfully entering further education, employment or training. We have the highest expectations for all of our pupils. Their success is our success."

Darren Randle  
Headteacher

## RATIONALE

Young people with special educational needs and disability (SEND) can experience significant barriers to learning which hinder their progress. This policy sets out Hollingworth's aims and procedures for SEND provision. It explains all the procedures and practices that we have in place to overcome these barriers to learning.

## AIMS

- To ensure pupils with special educational needs and disability (SEND) receive effective provision and intervention, so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will be based initially on 'quality first teaching' (QFT) that includes effective differentiation which allows all pupils to access learning in a safe and secure environment.
- To ensure that parents/carers of pupils with special educational needs and disability are fully informed of their child's progress, support and interventions.
- To ensure a robust process for evaluating the effectiveness of interventions is in place.
- To ensure all advice from external agencies is effectively responded to, acted upon and is considered in evaluating a pupil's provision.
- To ensure that children with SEND are involved in discussions about their progress and provision.

## CATEGORIES OF SEND

There are four broad areas of special educational need and/or disability; **communication and interaction; emotional and social difficulties; sensory and/or physical needs** and **cognition and learning difficulties**. Some children may have needs in one or more of these areas. These needs can range from moderate to complex and severe. In order to meet the needs of these children, a range and variety of different types of provision is required. This is set out in the Hollingworth Whole School SEND Provision Map (see below).

## COMMUNICATION AND INTERACTION

Radio Aids – additional equipment  
Social Stories / Talk-About Teenagers  
Speech Therapy – following RANS guidelines  
In school support from Speech and Language Therapy  
Circle Time  
Visual timetables  
Sensory profiles / diets  
EAL – support  
CAMHS  
Educational Psychologist  
Comic Strip Stories  
Inclusion Unit  
Outside Agencies

## HOLLINGWORTH ACADEMY WHOLE SCHOOL PROVISION MAP

## SENSORY / PHYSICAL NEEDS

21<sup>st</sup> Century purpose built school – DDA compliant  
Access to all areas – lift passes  
Evac Chairs  
Disabled toilets on each Floor  
Toilet pass  
Multi-sensory teaching  
In-class support/mobility support  
Modified equipment  
Adjustable tables and work benches  
Additional lunchtime provision  
Assistive technology  
Medical Plans  
Differentiation of task and equipment

## SEND

### SPECIAL EDUCATIONAL NEEDS & DISABILITY

Quality first teaching  
Mentoring  
Referral to outside agencies  
Provision Maps  
SEN Department Champions  
Whole school progress  
monitoring

## EMOTIONAL AND SOCIAL DIFFICULTIES

Behaviour Policy  
Rewards System  
Nurture Groups / Beta Curriculum  
Circle Time  
Inclusion Unit  
Target reports  
Head of Year interventions  
Learning mentors

## COGNITIVE AND LEARNING

CAT Screening (ability tests)	Reading pens
Reading age tests	Precision teaching
Dyslexia screening	My Maths
Toe-by-Toe	Sum Dog
Reading Buddies	Inclusion Unit
Lexia	Homework Club
Guided reading	Parental Training
Accelerated reading	Wave 3 Intervention
Rapid read	Outside agencies
In-class support	
Small group work	
Targeted group work	

## MEETING THE NEEDS OF SEND CHILDREN/HOLLINGWORTH'S OFFER

For details of Rochdale Local Authorities Local Offer please use the following link.

[http://search3.openobjects.com/kb5/rochdale/fsd/advice.page?id=G54\\_KiEudEI](http://search3.openobjects.com/kb5/rochdale/fsd/advice.page?id=G54_KiEudEI)

Hollingworth Academy is situated in the township of Milnrow in Rochdale; it lies to the south of the town close to the border with Oldham and draws a significant number of children from the Shaw area of Oldham. The school was completely rebuilt in 2011 and has up-to-date facilities and equipment. It has disabled toilets on all floors, a hygiene room, including a shower, a lift with access to all floors and the building is fully DDA compliant.

The school has experience in meeting the needs of a variety of different groups of children with special needs and disability. Typically, children with moderate learning difficulties, children with social and emotional needs, those on the autistic spectrum and those with specific learning difficulties, such as hearing impairment. We do have some experience working with children with physical difficulties, but this has been limited as a resource provision for the Local Authority for children with physical disabilities is provided at a neighbouring school. Currently we have three children who require the use of wheelchairs. A breakdown of the specific types of learning difficulty is shown in the table below and is intended to demonstrate to parents and carers where the school has experience. The table will be updated early in 2018 to include the new Year 7 intake.

### **SEND by pupil primary needs at Hollingworth Academy 2016 to 2018**

SEND Category	SEND Support			Statement / EHCP		
	2016	2017	2018	2016	2017	2018
Specific Learning Difficulty	5	8	12	1	1	1
Moderate Learning Difficulty	37	39	42		1	1
Severe Learning Difficulty	1	2	1			1
Profound and Multiple Learning difficulty						
Emotional & Social Difficulties	13	10	19	7	6	4
Speech Language and Communication Needs	8	8	7	7	9	6
Hearing Impairment	4	4	3	2	3	1
Visual Impairment	1	1	1			
Multi-Sensory Impairment					1	1
Physical Disability	1	2	1	3	2	4
Autism Spectrum Condition	12	22	28	6	12	13
Other Difficulty/Disability	3	3	19	1	2	4
SEN Support but no assessment	9	11				
<b>Total</b>	<b>94</b>	<b>110</b>	<b>133</b>	<b>27</b>	<b>37</b>	<b>36</b>

The needs of most children with SEND are met through quality first teaching (QFT). Quality first teaching originates in the then DCSF's guide to personalised learning published in 2008 which summarises its key characteristics as:

- Highly focused lessons designed with sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk, both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently. Regular use of encouragement and authentic praise to engage and motivate pupils.

This is often seen as **wave 1** or the first wave of intervention.

Some children require additional support and intervention to help break down barriers to learning. This might include:

- Subject specific intervention and catch-up sessions.
- Literacy intervention including; guided reading, Lexia, accelerated reader and toe-by-toe.
- Group interventions.
- Mentoring.
- Pastoral support.
- Additional support from a Learning and Progress Assistant.
- Modified curriculum.
- Support through the Inclusion Unit.
- Personalised classroom strategies.
- Referral to outside agencies.
- Exam concessions.
- Social stories.
- Sensory adjustments.

This represents **wave 2** intervention or special educational needs support.

Some children having received wave 2 intervention make sufficient progress to move back to wave 1, whilst others will continue to need some support at wave 2.

For some pupils, where progress is significantly below peers, where there is a complexity of needs and where these needs have been apparent for some time, an Education and Health Care Plan (EHCP) may be required.

Those children who hit the criteria of complexity of need and have had wave 2 interventions, without significant success, will be considered for an EHCP.

The process of obtaining an EHCP is managed by the Local Authority. Schools, health professionals, parents/carers and the young person themselves, can all apply to the Local Authority who will decide if a pupil should be assessed for a statutory, Education, and Health Care Plan.

The school would prefer to work together with parents / carers and the young person in order to apply for statutory assessment as this has proved to be the most successful route in the past.

Advice on how to apply for a statutory assessment can be found on the Rochdale Council website, using the following links:

<https://rochdale.fsd.org.uk/kb5/rochdale/fsd/advice.page?id=Lu54YEKAUKQ>

Children with Statements or EHCP are at the **third wave of intervention (wave 3)** and will be given extra support to help them achieve their long term goals. The new EHCP stays in place until the young person reaches the age of 25. This ensures that support remains in place for some of our most vulnerable children well into adult life.

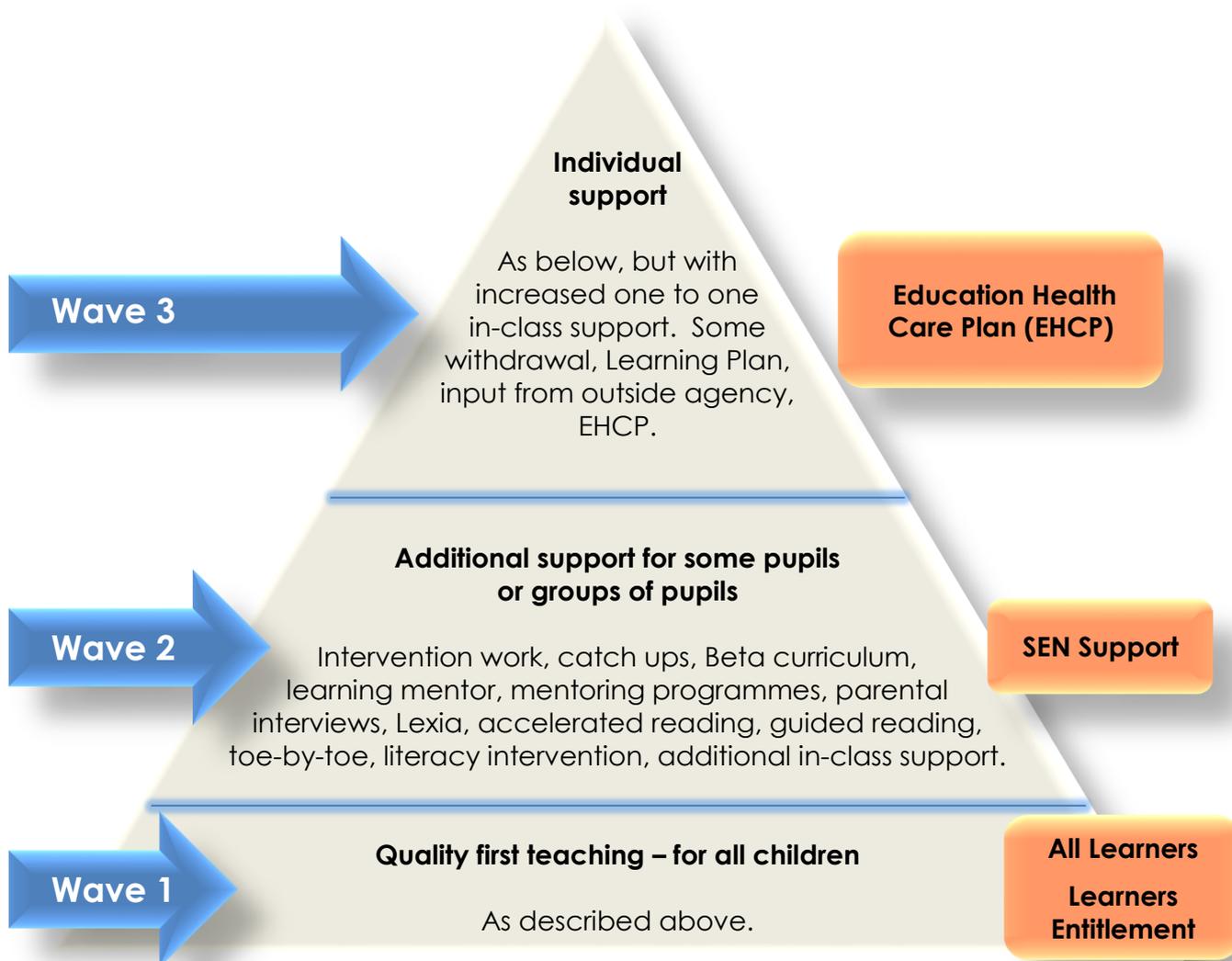
The support for those children who have an EHCP will include many of the interventions outlined at wave 2, but the level of support should be enhanced and very specific. Children at wave 3 intervention currently have an Individual Education Plan or IEP. This is changing and following conversion to an EHCP, children will have an Individual Provision Map (IPM).

The IPM sets out the interventions to be used with the young person, who is responsible for this and how long the intervention will be in place for. This is reviewed periodically, depending upon progress and need, and sets out strategies to be used by people working with the child to address the child's needs.

The EHCP is reviewed annually, the child's progress is discussed and appropriate amendments are made. All parties involved with the child's EHCP will be invited to contribute to the review meeting including the young person themselves.

## ADDITIONAL EDUCATIONAL NEEDS PYRAMID – MEETING THE NEEDS OF ALL PUPILS

This pyramid shows the types of structures we have in place to meet the needs of all SEND pupils.



## IDENTIFICATION OF NEEDS AND SUPPORT

### TRANSITION TO HOLLINGWORTH

The starting point in identification of needs and discussions about the support offered at Hollingworth often begins before transition. Parents/carers considering Hollingworth Academy, who have a child with a Statement or EHCP and who request it, are given a tour of the school and an opportunity to discuss our provision.

Transition for pupils with SEND is carefully considered. A representative from Hollingworth will attend the child's Year 6 annual review to discuss the child's progress and successful strategies used by the primary school. An initial Learning Plan will be drafted following this meeting ready to share with Hollingworth staff before the child starts in Year 7.

Additional visits are arranged and the child is introduced to key people in the school, such as the Head of Year, the Transition Mentor and the SEND team. In July, Year 6 pupils with places at Hollingworth spend a day in school and have time to get to know their tutor and members of the tutor group.

Transition arrangements for children with SEND but without statements also begin in Year 6. The transition team visits all the local primary schools to meet the pupils and to discuss their needs with the Year 6 teacher. For individuals coming from other primary schools, discussions take place with parents/carers and the school and children have the opportunity to visit the school on at least one occasion.

Following discussions with the primary school, parents/carers and the children themselves, decisions are made about possible groupings for September. At Hollingworth we have a nurture group which supports our most vulnerable children in Year 7.

### THE NURTURE GROUP AND THE BETA CURRICULUM

For some of our most vulnerable children and those requiring additional support we have a nurture group in Year 7. Typically this group is made up of about 10 pupils who we know, from our transition work, will find moving to a large high school difficult.

The nurture group stays with the same teacher for around a quarter of the week. They will broadly follow the National Curriculum, but will also work on improving their confidence, working as a team and boosting their literacy levels.

The aim of the nurture group is to give children the skills and confidence required to return to the main school curriculum. This has been the case for many pupils over the last few years. Where children need this provision for a longer period of time, they move on to a Beta group in Year 8 and 9. This builds upon the skills delivered in Year 7.

### SCREENING ON ENTRY TO HOLLINGWORTH

When pupils arrive at Hollingworth we already have data from their primary school. In addition to this, the English Department does a reading age test to determine which children will need some early reading intervention. Various reading interventions are then used to boost the reading ages of the identified children.

We also screen some pupils using the Lucid Ability Test. This is a computer based test which assesses children's verbal and non-verbal reasoning. This is used, together with the data previously mentioned, to identify and plan interventions known as Year 7 catch up.

Where we identify children who have high non-verbal reasoning scores but low verbal scores, this could be an indication of dyslexic type learning difficulties. We then use a dyslexia screening tool to investigate this further. This test gives us an indication of the probability of dyslexic traits and enables us to start supporting these children through the waves of intervention.

For children with identified dyslexic type difficulties, we use a combination of strategies; typically these will include Lexia, an online tool developed originally in the United States to help children develop their reading skills. We also use toe-by-toe which helps pupils develop reading skills using phonics. Other interventions include; reading buddies and guided reading. We also consider additional support in tests such as having an adult read the questions to the pupil. This is something that can also be built into examinations at Key Stage 4, provided a child's single word reading and reading comprehension scores fall below the threshold set by the examination boards.

## MONITORING PROGRESS

As children move through the school they are regularly assessed and the assessment results are recorded and progress is measured. Where a child is stuck or is not making progress in line with their peers, we need to investigate the reasons for this. If they appear to be finding a particular subject difficult then departments are charged with putting in place subject specific intervention. Where a child is not making progress across a range of subjects, then discussions will take place with parents/carers about what else can be done to help. This will typically involve wave 2 interventions. If wave 2 interventions have been tried and progress is still limited, then outside agencies may be involved such as the Educational Psychologist or the Rochdale Additional Needs team.

Typically school will act upon the advice given by these agencies and put in place their recommendations. These will then be reviewed and progress assessed. If a child is still making limited progress and the strategies tried have not had an impact, then a decision will be taken along with the parent/carer about moving to wave 3 and asking the Local Authority to consider an assessment for an EHCP.

Following a successful assessment, additional funds will be released to the school to meet the needs of the child. Typically this might include a greater proportion of support from a Learning and Progress Assistant or other interventions including assistive technology, specific classroom strategies, a modified curriculum and specialist resources. Parents/carers will be involved in these discussions and will have some say in how the support for their child will be developed.

Where an assessment for an EHCP is unsuccessful, parents/carers do have the right to appeal. The appeal process is set out in the **Rochdale Local Authority Guidance for Provision of Advice towards a Statutory Education, Health & Care (EHC) Needs Assessment**.

At Hollingworth we will continue to support children to the best of our ability, regardless of the outcomes of the assessment.

## Reports from Commercial Organisations

A number of commercial organisations offer help and assessments for various aspects of special educational needs. The school is unable to accept or act upon the findings of reports written by such companies because we have no control over the assessment procedures used or the validity of their findings.

In addition some of these organisations will recommend certain interventions which they hope to sell to the parent of the child concerned. We are therefore concerned about the integrity of their findings.

It is advisable that parents wanting to have their child assessed should contact the school and arrange to discuss their concerns with the relevant staff to ascertain what school can offer.

## THE ROLES AND RESPONSIBILITIES OF THE SEND TEAM AT HOLLINGWORTH

All staff at Hollingworth have a duty of care for all children's safety and wellbeing. This includes being aware of children's special needs and understanding who to report issues to and where to seek advice from, when difficulties arise.

All teaching staff at Hollingworth are responsible for delivering quality first teaching and ensuring the progress of the children in their lessons is monitored. They are expected to raise concerns if a child is not making progress and should record this on an Expression of Concern form. Teaching staff are also responsible for deploying Learning and Progress Assistants in the classroom to ensure that children receive targeted support when required. Teaching staff are required to provide up-to-date information about a child's progress for the annual review meeting and to implement classroom strategies identified on a child's Learning Plan.

Heads of Department are responsible for ensuring that the support for SEND children is effective within the department and that quality first teaching is being delivered.

Heads of Year are responsible for helping to support pupils with social and emotional difficulties which may affect their behaviour and conduct in school. This might include working directly with the child, communicating with parents/carers, liaising with colleagues in the school and with outside agencies.

Other staff with direct responsibilities for the SEND provision at Hollingworth are identified in the table below.

Name	Position / Job Title	Key Responsibilities
Mr D Randle	Headteacher	Responsible for the overall educational provision for all children at the school.
Mrs E Eaton	Acting SENDCO	Responsible for the strategic management and oversight of the implementation of the SEND policy and provision at Hollingworth.
Ms J Henry	Head of the Inclusion Curriculum	Responsible for the development and delivery of the nurture group and Beta Curriculum. Dyslexia specialist.
Mrs J Brown	Inclusion Manager	Responsible for running the Inclusion Unit and liaising with outside agencies for vulnerable groups of children, some of whom may have special educational needs.
Mrs A Kearney	HLTA & SEND Administrator	Responsible for the deployment of general Learning and Progress Assistants, ensuring that exam concessions are implemented and the day to day management of SEND intervention.
Mrs M Smith	Personal Assistant to the Headteacher and Deputy Headteachers	Responsible for ensuring all paperwork is kept up-to-date and liaising with the Local Authority with respect to SEND documentation.
Mrs J Castree	Quality Officer attached to SEND	Responsible for the co-ordination of Annual Review paperwork and other SEND documentation.
Mrs C Edmends	Learning and Transition Mentor	Year 6 to 7 transition. Working with children with social and emotional difficulties.
Ms T Bye	Learning Mentor / ASC specialist	Working with children in Year 8 onwards with social and emotional needs.
Mrs V Travis	Learning Mentor	Works with children on transition to post-16 provision including those with SEND.

In addition to the staff outlined above, we have two Higher Learning and Progress Assistants and a team of Learning and Progress Assistants who are deployed in a variety of ways to help meet children's needs.

### SUBJECT BASED LPAs

Following a review of Teaching Assistant's (TA) deployment, a decision was taken some years ago, to change the job descriptions of the TAs to place a greater emphasis on learning and progress. To help improve the subject knowledge and effectiveness of these new posts, several of the new Learning and Progress Assistants were assigned to departments. This is shown in the table below.

Subject	LPA Deployment & Qualifications
English	Mrs K Cowling (Level 3 in Early Years) Miss A Yacub (Psychology BSc and Level 3 Health and Social care)
Mathematics	Mrs J Collier (HLPAs & Level 3 Teaching Assistant) Mrs J Pilling (BTEC National Business and Finance)
Science	Mrs B McKeon (Level 2 Teaching Assistant) Mrs C Brennan (Level 2 Teaching Assistant)
ICT	Mrs Z Wood (Level 3 Teaching Assistant) Mrs M Howard (Level 3 Teaching Assistant) & British Sign Language Level 2
Nurture / Beta Curriculum	Mrs G Szlatoslavek, (Level 2 Teaching Assistant) Mrs L Barnes, (Level 3 Teaching Assistant) Miss F Bibi (BA Educational Studies)
Inclusion Unit	Mrs S Pearce (HLPAs)
	Ms J Stuart (Inclusion Worker - BSC Hons Counselling & Psychotherapy)
Literacy Intervention Co-ordinator	Ms S Olsen (BA Hons English Language and Literature)

### General LPA's

In addition to the subject LPAs above, we have a team of seven full and part-time general Learning and Progress Assistants who support children in other subjects. They are:

Name	Qualification
Mrs S Andrews	Certificate in Education
Miss A Brogan	Health and Social Care (Level 2 and 3)
Miss Z Cooney	BSC Hons Sport
Mrs S Dixon	Level 3 Teaching Assistant
Mrs S Evans	Level 3 Teaching Assistant
Miss M Kearney	Level 3 Qualification in Psychology, Sociology and Health & Social Care, HLTA
Miss N Kerwin	BA (Hons) Dance, Performance and Teaching
Miss A Lowthian	A Level English Literature, Psychology and Sociology
Miss E Pearson	Level 3 Teaching Assistant, ICT Diploma

Miss M Rigg	Level 3 Teaching Assistant
Mrs G Runciman	Level 3 Teaching Assistant
Miss M Walmsley	Working with Children and Young People Level 3 Health and Social Care Level 3

## COMPLAINTS PROCEDURE

The Academy's Complaints Procedure is set out on the Hollingworth Academy website under 'parental information'.

Parents may also wish to contact Rochdale Council SEND Department on 01706 925981

## POLICY REVIEW

The SEND policy will be reviewed every two years, however the data contained within the policy with respect to the schools offer and the outcomes for pupils will be updated annually. Effectively these are the parts of the policy which make up the SEND information report.

## LPA TRAINING

All our LPAs have regular training to help them improve the level of support given to children. They are deployed in a variety of ways which includes: one to one classroom support; small group intervention; support outside of the classroom; delivering intervention sessions; assisting pupils at breakfast and homework club; designing classroom resources and differentiated materials. They also support SEND pupils who have exam concessions.

## THE INCLUSION UNIT

In 2017, the school took possession of a purpose built Inclusion Unit, situated in a new wing of the school. This enabled us to move the Inclusion Unit from the youth club building on the fringe of the school site.

This provision has, over the years, had a number of positive outcomes for some very vulnerable children, in particular children with anxiety issues who are unable to cope in the main building. The Inclusion Unit enables children to maintain some continuity in their education when previously they may not have been able to attend school. The support offered includes input from learning mentors, building self-esteem and confidence, for pupils who have reached a crisis point in their lives, and wellbeing.

The provision is seen as short term provision with the aim of fully reintegrating children back into school as soon as possible. A number of successful reintegrations have taken place and the pupils supported by the Unit value its help.

## POST-16 TRANSITION/CAREERS EDUCATION INFORMATION AND GUIDANCE (CEIAG)

Great care is taken in planning transition to the next phase of education, employment or training. Independent careers advice, through Positive Steps, is offered to all pupils including those with SEND. In addition, an advisor from Positive Steps attends the annual review meetings of Year 9, 10 and 11 pupils with statements/EHCPs. The purpose is to ensure that clear independent advice and guidance is given to pupils about transition routes.

Some pupils are offered taster sessions at college and occasionally Hollingworth staff have accompanied pupils on these visits. All relevant information about SEND is also sent to other institutions as required.

Where pupils are not attending post-16 education, employment or training, Hollingworth remains in touch with Positive Steps, the young people themselves and parents/carers to offer encouragement and support.

## OUTCOMES

The variety in ability of children classified as SEND is extremely broad; from children with high functioning autism who are capable of achieving the top grades at GCSE, but who find social situations and communication difficult, to those pupils with learning difficulties which have a significant impact on their ability to perform well in examinations. For this reason, outcomes are difficult to measure and results tend to fluctuate depending upon the make-up of the particular cohort.

What is important is that pupils are given the opportunity to take courses that will help them progress to their next phase of employment, education or training. We are justifiably proud of our record in this respect in that all pupils who left the school in an SEN category in 2016, have successfully moved on to employment, education or training since leaving Hollingworth in June. From 2015, following the new SEND Code of Practice, two levels of SEND are now recorded. These are SEN Support and EHCP / Statement.

2016 Performance Measure	SEN Support (17)*	Statement / EHCP (4)*
5 A*-C including English and Maths (School)	29.4%	25%
5 or more A*-G (School)	100%	100%

2017 Performance Measure	SEN Support (18)*	Statement / EHCP (2)*
5 Standard Passes (4+ or equivalent) including English and Maths (School)	50%	50%
5 or more 1-9 (or equivalent) (School)	100%	100%

Number in brackets is the number of children in each category\*

**Outcomes for 2018 will be updated following validation. The information in this policy is updated annually following the schools January census.**

## CONTACT DETAILS

If you need to contact the school about issues relating to SEND, please telephone the school on 01706 292800 and ask to be put through to one of the following:

**General enquiries:** Mrs Maggie Smith (email: [msmith@hollingworthacademy.co.uk](mailto:msmith@hollingworthacademy.co.uk))  
**Day to day concerns:** Mrs Angela Kearney (email: [akearney@hollingworthacademy.co.uk](mailto:akearney@hollingworthacademy.co.uk))  
**Nurture and Beta curriculum:** Ms Janet Henry (email: [jhenry@hollingworthacademy.co.uk](mailto:jhenry@hollingworthacademy.co.uk))  
**Concerns with general provision, policy and funding:** Mrs E Eaton (Acting SENDCO)  
 (email: [eworral@hollingworthacademy.co.uk](mailto:eworral@hollingworthacademy.co.uk))