



SEN and Disability

Local Offer: Primary Special School

Name of School: Holly Grove

School Number: 12135



Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

School/Academy Name and Address	Holly Grove School		Telephone Number	01282 682278
	Barden Lane Burnley Campus Burnley BB10 1JD		Website Address	www.holly-grove.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: The school is a generic learning difficulty school catering for the full range of special educational needs and learning difficulties	
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What age range of pupils does the school cater for?	2-11			

Name and contact details of your school's SENCO	Eve Taylor deputy@holly-grove.lancs.sch.uk
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We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Karen Alty Headteacher		
Contact telephone number	01282 682278	Email	head@holly-grove.lancs.sch.uk

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	www.holly-grove.lancs.sch.uk		
Name	Eve Taylor	Date	October 2016

Please return the completed form by email to:
IDSS.SENReforms@lancashire.gov.uk

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (e.g. ancillary aids or assistive technology?)

What the school provides

- As a primary school for children and young people with generic learning difficulties, we are based within an inclusive learning environment on Burnley Campus which is fully accessible to all. Our school is a new single story building and consideration has been given into making the environment as accessible as possible to children, young people and service users with mobility difficulties, enabling them to access the environment as independently as possible. Disabled toilets are available and all hygiene /changing areas, the hydrotherapy pool area, soft play room and rebound therapy room have appropriate hoisting facilities to enable safe and dignified transfers. All classrooms have ceiling hoists to enable postural management programmes to run smoothly alongside education. Children and young people are assessed by the Physiotherapy and Occupational Therapy teams to ensure all pupils have appropriate equipment to access education and are encouraged to take part in functional movement throughout the school day.
- Disabled parking spaces are allocated at the front of school.
- All required policies and guidance are in place. These are based closely on LCC model policies and guidance, with appropriate modifications to account for our individual school circumstances.
- Information is available to our whole school community via the school website, newsletters, fliers, phone calls and face to face meetings.
- Consideration is always given to individual family needs when sharing information. For families for whom English is an additional language, information can be made available in other language formats. For parents whose first language is not English the school will provide an interpreter to attend meetings.
- Courses are run through RH Children's Centre on the Campus in ESOL.
- As a Total Communication School, information is provided to children and young people in a range of ways and at an individual level through, for example, objects of reference, signing, photographs, symbols. Voice output devices, iPads and verbal communication. These are consistent throughout the school.
- Our whole school environment has been set up to ensure all children can be as independent as possible throughout the school day. Consistent daily routines and a Total Communication environment are embedded throughout classes ensuring all children and young people are supported to understand what is happening now and what will happen next. A range of strategies and resources are used to support children's access to resources and learning and each individual child/young person's level of need is considered when planning for the curriculum and daily routines.

- A range of specialised equipment is available throughout school. Following multi-agency assessments, seating/standing frames/postural management equipment/assistive technology/Augmented or Alternative Communication aids are prescribed for individual children and class staff are trained in appropriate use to aid learning and access to education.
- Support is provided for pupils with sensory processing difficulties through sensory circuits and programmes delivered in our sensory processing and rebound room. Provision is provided in the classroom to meet sensory needs through a range of different resources and activities that are incorporated into the curriculum.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

- As a special school, all of our children and young people have been identified as having special educational needs and therefore currently have an Education, Health and Care Plan or a Statement of Educational Need.
- Admission protocols – available from the SEN office – have to be followed prior to a request for placement being made.
- The request for a placement will be made by the local SEN office following a statutory assessment /update of Annual review / EHC Plan.
- A member of the 'Special Educational Needs and Disability Information, Advice and Support Service' (SENDIASS – formerly known as Parent Partnership) can be requested to support & guide parent/carers through the admission process.
- Prior to starting school, an induction procedure is undertaken to ensure a smooth transition into school and a member of our Family Support team will complete a home visit.
- PIVATS, KLIPS and Routes for Learning are used as assessment tools to baseline, track and target set pupil progress to ensure the curriculum we provide meets the very specific needs of all pupils.
- All classes have a high staffing ratio to ensure that we can provide an individualised programme of learning that enables the educational, care and health needs of each child and young person to be fully met throughout the day.

- Key learning skills are in place for all children. These include a specific PSHE and developing independence focus. Clearly differentiated lesson planning and independent lesson targets for each individual pupil facilitates access to the curriculum and ensures all pupils achieve their potential.
- Every child has a Targeted Play Plan (TPP) in KS1 or Targeted Learning Plan (TLP) in KS2, with clearly identified and individualised targets to help pupils work towards the outcomes in their EHC Plans.
- An Early Years model is followed in the delivery of the curriculum within the EYFS and a Primary model is followed across Key Stages 1 and 2 (*More information can be found on the schools website or via the school's prospectus available from the school office*).
- The curriculum is reviewed every year to ensure it is meeting statutory requirements and the needs of the cohorts of pupils at each key stage. Core subjects are delivered in ability based groups with the more creative subjects delivered in mixed ability year group classes; differentiated to meet the individual needs of all the pupils within a class group. The curriculum allows for progression within subjects and across key stages
- Our qualified and experienced staff are skilled in working closely with children who present with a wide range of learning difficulties and disabilities. Both the Headteacher and the Deputy Headteacher have been awarded National Specialist Leaders in Education and two other members of staff are Specialist Practitioners in Education. Each of these members of staff work regularly with mainstream schools to provide school to support for pupils with SEN in the local area.
- Each class group's learning is led by a teacher and supported by an appropriate number of teaching assistants reflecting the individual needs and abilities of the group. Where appropriate, individual 1:1 {or 2:1 support if needed} is offered to allow access to a specific activity or lesson.
- We are committed to ensuring our whole school team are provided with relevant CPD opportunities and training throughout the school year. Staff Appraisals, which take place on an Annual basis, provide staff with the opportunity to identify professional targets for the coming year. We have a comprehensive in-house training programme on statutory and additional elements e.g. Moving and Handling, Safeguarding, Team Teach. In addition external training is provided where appropriate.
- We have developed specialist Higher Level Teaching Assistant roles to develop and extend the expertise of staff in the areas of Communication, Physical Well-behaviour, Behaviour and Family Support to provide interventions where necessary in school and also to support families in the home.
- We strongly value our partnership with parents and have been awarded the Leading Parent Partnership Award. We actively encourage parental engagement in children's learning and parents are kept well informed about their child's progress through daily diaries, phone calls, home visits, IEPs, Annual Reviews, annual reports, parents' evenings, open days, celebration assemblies and informal day to day conversation. As well as providing information sessions in school, we also hold half termly 'Nibble and Natter' sessions to provide an opportunity for meeting informally with other parents.
- Alongside our in-school inclusion, we also provide inclusive opportunities for our pupils within our partner nursery and primary school on the Campus. Our EYFS Department is co-located with Reedley Hallows Nursery to ensure our youngest pupils are accessing a fully inclusive setting with regular opportunities to work and play alongside their peers.
- Our provision map clearly shows each pupil's access to additional interventions and evaluates the impact of these on the quality of teaching and learning.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

- Every child in school has an Annual Review and for children under the age of 5, these take place every 6 months. The parents, class teacher and a senior leader attend these reviews and health/social care professionals are invited to attend and/or submit a report if appropriate. At each review meeting, consideration is given if amendments are required to the current provision.
- If a child or young person's needs change dramatically, an early review can be called to review the appropriateness of the provision.
- Teachers implement a range of assessment strategies during every lesson and continuously evaluate and review the teaching and learning in their classroom. Senior leaders monitor the effectiveness of teaching and learning through lesson observations and learning walks.
- Teachers formally assess pupils against the National Curriculum using PIVATS and KLIPs to track pupil progress. Pupils with more complex needs may also be assessed using Routes for Learning.
- Data analysis takes place regularly and is shared by subject leaders at Teacher Meetings.
- Senior leaders meet with class teachers twice yearly to discuss individual pupil progress.
- Where there is a concern that a child or young person is not achieving expected progress, targeted interventions are quickly identified and put into place.
- Interventions for developing Maths and English skills (particularly linked to reading) are provided by extra 1:1 or small group sessions with the Deputy Headteacher. These are then continued in class by the class based teaching assistants.
- Interventions are also provided to support behaviour management, communication skills, physical development, sensory processing and emotional resilience. These are led by the HLTAs who lead in Behaviour Management, Communication and Physical Well-Being and are implemented and recorded in class by the class team.
- Parents and carers are informed when pupils are placed on interventions and are kept up to date with progress made through regular meetings/feedback. Where ever possible, parents are invited in to see the interventions being used and provided with training to support the pupils in the home e.g. Bug Club Reading/Lexia Phonics or MOVE.
- Senior Leaders meet with teachers and HLTA's to evaluate the effectiveness of interventions and review the recordings/progress made by pupils.

Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- What handover arrangements are made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides

- We have comprehensive risk assessments in place throughout school relating to specific areas of school i.e. hydrotherapy pool, the curriculum (e.g. science/ PE) and educational visits. These risk assessments are undertaken by the appropriate staff and approved by senior leaders or EVC co-ordinators for educational visits.
- For some pupils in school a behaviour support plan is in place. This identifies any behaviours that may be a concern/risk and ensures that a consistent approach is adopted by all staff to manage the behaviour and keep the child/young person and their peers and staff safe. For pupils with more challenging behaviour, a positive handling plan, written with the family, may be put into place for their safety.
- Staff are very experienced in supporting pupils to manage their own behaviour and we have been awarded the Gold Mark for Behaviour.
- For some pupils a care plan is in place which identifies moving and handling, medical & care needs and the procedures to be followed to ensure all needs are safely met.
- The majority of our pupils travel to and from school on County transport and the Local Authority undertakes risk assessments for each individual pupil travelling on home/school transport. Pupils are supported on / off the transport by the Passenger Assistants and taken to /from the buses into school by education staff.
- Some parents bring their child/young person to school themselves. In this instance handover takes place at the school office.
- All children are supervised at break and lunch times by teaching assistants and welfare assistants. Risk assessments, positive handling plans and care plans are adhered to at all times.
- The Anti-bullying policy and all policies relating to Safeguarding and Child Protection, safety and support can be found on the school website or requested from the school office.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

- Our school has a part time school nurse on site and access to medical advice if the school nurse is unavailable
- Over 90% of the school staff have up to date First Aid training with the majority being Paediatric First Aid trained.
- Prior to starting school, a health care needs assessment is carried out by our school nurse in conjunction with parent/carers. Following this an individual care plan is drawn up and shared with all relevant professionals.
- Where appropriate, educational staff are trained by the school nurse to manage the health/medical/care needs of individual pupils. Any staff trained in specific

procedures by the school nurse (e.g. tube feeding, tracheotomy care, rescue medication) have their training updated on a regular basis. Care plans are reviewed annually as standard and updated immediately in light of any changes.

- All medication is kept in a locked cupboard/cabinet. There is a signing in and out system in place and a signing system for administration. We have a HLTA who is responsible for monitoring the medication and checking dates etc.
- Relevant education staff are trained to manage a child's medical needs, administer routine medication and in the event of an emergency administer rescue medication.
- In the event of an ambulance being called a member of staff would accompany the pupil, parents would be informed and staff would stay with the pupil until parents arrived.
- During educational visits, care plans and any medications are signed for and taken off site by a designated member of the class team. Any medication administered on the visit is recorded and countersigned. In the event of a medical emergency, the care plan is followed, base contact informed and ambulance called if required.
- Parents can access the following therapy services on site: OT, physiotherapy, speech and language therapy, school nurse.
- We have an HLTA who is responsible for communication across the school and who liaises with the SLT to ensure the communication needs of individual pupils are fully met.
- Similarly we have an HLTA responsible for the Physical wellbeing of our pupils who liaise with the Physiotherapists and OTs to ensure individual therapy/equipment needs are being met.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

- A full staffing structure is available on the school website and in the Parent Handbook
- Prior to admission parents/carers are encouraged to have a Without Prejudice Visit to view the school and gain information
- Before starting school a home visit is offered to all families to strengthen the home-school link. Home visits are also offered throughout the year and parents know that they can request a home visit at any time.
- When starting a new class, parents receive details of all class staff and are informed of who to contact in the case of any problems or concerns. All classes operate a key worker system and parents are aware of who this is and their role.
- Although appointments are made for specific meetings we operate an open door policy and welcome parent /carers into school.
- Each pupil has a home school diary which provides a two way communication system. Parents can also contact staff via phone during the school day if they wish to discuss any concerns/issues.
- Parents are kept regularly informed on their child's progress through Annual Review meetings, Parents Evening, Open Afternoons, termly TPPs/TLPs and through informal discussions/letters/celebration certificates. Therapists are available to make appointments

to discuss a child's progress.

- An open afternoon is held in the summer term and theme days are held throughout the year where parental involvement is encouraged.
- Parent workshops and drop ins are held regularly to provide training and support around behaviour, phonics and reading etc.
- The Lancashire Parent Carer Forum is held at Holly Grove School on the 1st Monday of every month and is well attended.
- An informal 'Nibble and Natter' group is held every half term to encourage parent to parent contact and support.
- Parents are able to give formal feedback as part of the Annual Review process, through Parental Questionnaires and through our school website.
- Parent views are extremely important to us and parents are encouraged to bring any concerns to the school's attention immediately so we can work together to resolve them.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

What the school provides

- Our school has a School Council which meets regularly throughout the term. These pupil representatives have the opportunity to influence specific elements of school life e.g. playground resources, fundraising events and recently have had input into the facilities/resources required in the new build.
- In addition to the School Council, we also have a Head Boy and Head Girl who are ambassadors for our school.
- Pupils are regularly encouraged to contribute through class assemblies, newsletters and on the school website.
- Parents are actively encouraged to get involved in the life of the school and are regularly invited to assemblies/performances etc.
- Parents are also encouraged to be actively involved in fund raising activities for school and make up some of the trustees on the board of 'The Georgia Fourie Butterfly Fund'.
- Parents are provided with opportunities to become part of the Governing Body and their involvement and commitment to this important role is extremely valued.
- Parents are encouraged to volunteer in classes and support with reading with pupils.
- The Governing Body ensures that other agencies are involved in meeting the needs of our pupils through reviewing relevant policies and by critically evaluating the effectiveness of the School Improvement Plan.
- Each family signs a Home School Agreement prior to their child starting school which details clear information about roles and responsibilities on both the school and parent's part.

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides

- Our Family Support Manager is the key person in school responsible for either offering support and advice to our parents /carers/families or signposting them to the relevant agency. Our part-time Family Support Assistant has a pupil of her own in school and is very supportive for our families especially those who are new to school.
- Parents can request additional support or advice during the Annual Review or at any time throughout the year. Parents know that they can speak to the class teacher regarding any concerns and the class teacher will refer these to senior leaders or relevant professionals if necessary.
- Parents can also access advice and guidance on an individual level from the relevant education staff and health professionals.
- RH Children's Centre, which is based on the same site as Holly Grove, regularly run parenting courses that are open to all parents. They also provide access to a counsellor, whose input /support can be requested through school.
- The school charity 'The Georgia Fourie Butterfly Fund' provides respite breaks/holiday for pupils and also small grants to help parents financially with the cost of specialist equipment and resources.
- The majority of our pupils travel to and from school on County transport and the Local Authority undertakes risk assessments for each individual pupil travelling on home/school transport. A member of education staff liaises with County transport to provide a link between school and transport.

Transition to School and School Leavers

- What support does the school offer for pupils coming to the school?
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides

Before a child starts school, we will:

- Undertake a home visit.
- Visit any other settings that a child may currently attend to observe the child and speak to professionals that know them well.
- Ask parents to complete information sheets detailing contact information, permissions, medication and key information.
- Discuss the possibility of a phased induction.
- Arrange meetings with all professionals involved to ensure we have an accurate and up to date knowledge of the child's needs and development
- Ensure relevant care plans are in place

Prior to a pupil moving onto their secondary placement we will:

- Provide opportunities for the pupil to access transition visits to their new setting
- Arrange meetings with the relevant professionals /staff to ensure transfer of all key information
- In liaison with the Secondary School provide opportunities for the parent/carer to visit their child's new school and discuss any concerns they may have

Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides

- Experienced and qualified Education staff run weekly Sports & ICT lunchtime clubs for our KS2 pupils. There is no cost for these sessions.
- Merry Berries After School Club runs four nights of the week and is open to all pupils. There is a cost to parents for this provision.
- A Breakfast Club (limited numbers) operates every morning. There is a small cost to parents.
- Y6 pupils are given the opportunity to experience a residential OAA visit prior to transition to their secondary placement These visits are tailored to meet the individual needs of our pupils ensuring accessibility and inclusion for all children. Parents are asked to make a contribution to the cost of the trip. Pupil Premium funding may be used if appropriate.
- End of KS1 pupils have the opportunity to experience a holiday style residential visit to Blackpool in purpose built accommodation which is fully inclusive. Parents are

asked to make a small contribution to the cost of this trip.

- School has a charging and remissions policy, which seeks contributions for payments from parents for educational visits and residential activities. However no pupil would be excluded from any activity or visit if a contribution was unable to be made.
- PSHE is a key focus of our whole school curriculum. High staffing levels ensure that pupils are supported throughout the whole school day to develop positive relationships with their peers and ensure that key personal and social skills are continually developed.