



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: The Hollins High

School Number: 11102

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.SENDDReforms@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	The Hollins Technology College		Telephone Number	01254 233500
	Hollins Lane Accrington Lancashire BB5 2QY		Website Address	
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
What age range of pupils does the school cater for?	11 - 16			

Name and contact details of your school's SENCO	Mrs Nyree Cirino
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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	Mrs Nyree Cirino SEN Manager		
Contact telephone number	01254 233500	Email	cirino@thehollins.com

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			
Name		Date	

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 (eg; ancillary aids or assistive technology?)

What the school provides:

The school was built in 1968 and consequently is not wheelchair accessible being on a number of levels with four narrow internal staircases.

- **There are two disabled parking spaces which are the nearest ones to the school entrance but these are still 50 metres from the entrance.**
- **There are three disabled toilets in the school.**
- **All policies and procedures are available via the website and requests for these in a different format should be sent via email to school.**
- **Contact with school is possible between 8am and 4.30 pm by telephone and at any time by email to enquiries@thehollins.com**
- **There are no adaptations to the learning environments for visual/hearing impairment and there are no height adjustable tables or adapted equipment in school.**

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

- **Consultation with pupils' Primary Education provider, prior to Key Stage 3 transition.**
- **Reading and Spelling Assessment each term.**
- **CATs and SATs analysis.**
- **Educational Psychologist assessments and intervention strategies.**
- **Meetings with parents of children with complex needs, prior to the child's attendance at The Hollins.**
- **Specialist Teacher in school to assess for exam concessions, screen for dyslexia and other learning needs.**
- **Literacy assessment available in school that will provide indication of dyslexic tendencies.**
- **Level 3 Teaching Assistant (TA) support in all core subject (English, Maths, Science), with continuity of TA. This level of support continues across the curriculum, where specific subject needs have been identified.**
- **The Hollins will provide individual pupil support package, according to need.**
- **One to One classroom support, small group or general assistance, across the curriculum.**
- **In-class support from TA, working towards individual goals and targets.**
- **Named TA or key-worker.**
- **English and Maths catch-up intervention groups.**
- **Supervised Homework Club, daily for one hour at the end of the school day and 30 minute morning sessions.**
- **Specialised, differentiated reading programmes.**
- **Regular in-school assessments of needs, provided by outside specialists for all pupils with a Hearing or Visual impairment; including classroom observations, intervention strategies and 1:1 tuition.**
- **Assessment and intervention support provided by Educational Psychologist.**
- **English as an Additional Language (EAL) specialised teachers and behaviour mentors for individual or group tuition.**
- **Individual access to laptops or other ICT equipment such as Ipads.**

- The Hollins Technology College is dedicated to Continual Professional Development (CPD) of all staff. The Specialist Education Department has annual awareness training in areas of Speech and language, Behaviour Management, Classroom Interventions, Specific syndrome awareness training, annual seminars on a variety of SEN topics at the SEN North Exhibition as well as the ongoing in school CPD programme.
- The SEN department has staff specialism's in the following areas:-
 - ❖ Dyslexia and Dyscalculia
 - ❖ Dyspraxia
 - ❖ Autistic Spectrum Disorder
 - ❖ Behaviour Management
 - ❖ Speech and Language
 - ❖ Qualified counsellor
 - ❖ Experience in working with children with visual or hearing impairments.
- Twice weekly team meetings that are pupil focused.
- CPD issues are considered on an each term basis, according to need.
- Half yearly staff appraisals, where training and development need are discussed.
- Here at The Hollins we pride ourselves on the CPD programme delivered, where any training or development needs would be supported if it was of benefit to a specific student's needs.
- All students are screened at the earliest opportunity if concerns are raised, assessments are carried out by a specialist teacher employed within school; which will ascertain whether pupils' meet the criteria required for them to be entitled to concessions in examinations. According to the requirements of the assessment access arrangements can then be put into place, these will include:- extra time, reader, scribe, prompts, rest breaks, separate room, enlarged paper, or language adapted papers.
- Annual review.
- Tracking each term.
- Reports.
- Effective home/ school liaison.
- Promotes an open door policy.
- School planner.
- Merits and awards.
- Phone contact.
- Links with local higher educational providers.
- Links with local secondary educational providers.

- **Support key-workers are available when necessary to ensure support provision provides continuity and an in-depth knowledge of the child.**
- **Key Stage 4 subjects AQA Awards and Work Skills provides students with functional skills that are appropriate and transferable to the needs of the workplace. As part of these subjects there are opportunities to experience various, either through educational visits or in some cases work placements.**
- **The Provision Map (PM) is an ongoing working document, that is updated each term. The map details each student identified in the SEN register, who is in receipt of support that is differentiated to the needs of the child. Support strategies and interventions are included in the map, to ensure those with statements or EHC's are receiving their full support entitlement and for students with SEN Support Plans, that their support packages are tailored to their individual needs.
The Provision Map is available to all staff enabling them to meet the needs of each pupil within their teaching groups to facilitate more detailed planning of lessons.**

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

- **Annual review, this would include parents, personnel from school and may include an appropriate outside specialism ie. VI and HI teachers, speech therapist, and/ or an identified post 16 providers.**
- **Arrangements in place to support pupils' needs:-**
 - ❖ **Group work**
 - ❖ **Counselling**
 - ❖ **One to one tuition**
 - ❖ **In-Class support**
 - ❖ **Extended services**
 - ❖ **Identification process including SEN Support Plans and a monitoring process, for those students who do not fully meet SEN criteria, but display some forms of educational need.**
- **To assess and evaluate effectiveness of provision and progress of SEN pupils we consider:-**
 - ❖ **Levels of progress**
 - ❖ **Tracking Data**
 - ❖ **Reading and spelling assessments.**
 - ❖ **Work assessment.**
 - ❖ **Lesson observations.**
 - ❖ **Weekly child centred meetings.**
 - ❖ **In-depth knowledge of pupils, resources and targets.**

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- 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:

Risk assessments will be completed when a child joins the school if one is deemed necessary. These will be completed by relevant staff with knowledge of the child and building.

- Handover arrangements have never been required for pupils and neither have 9 specific pick up and drop off areas.

- At break and lunchtime SEN pupils have access to the SEN quiet room and the Buddy room.

- Pupils are kept safe on trips outside of school by being allocated to a designated member of staff for the duration of the visit. In PE lessons pupils are supervised at all times and activities adapted where necessary.

- The Anti-bullying policy can be found on the website or a copy can be requested from school.

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

The school considers the health and wellbeing of each and pupil on an individual basis, tailoring an holistic package of support that may include in-house or external specialist to work alongside the pupil and the family to ensure the positive outcomes for all. The following professionals and procedures support this ethos.

- Care plans are in place for all students who need to have medication administered during the school day.
- Medication is stored in locked designated areas in the school.
- Dedicated First Aid person in school.
- Trained individuals in Epi pen, Asthma Awareness, Epilepsy and diabetes.
- School works closely with school nurse, who attends school weekly.
- Regular visits and updates from specialised medical professionals.
- Home/ school liaison.
- Pupil passes for specific needs.
- Highlighted in Care Plans for medical needs in the SEN register.

- **Weekly drop in service provided by the school nurse.**
- **In-house school counselling service including both male and female qualified counsellors.**
- **Specialist teacher involvement for HI and VI.**
- **Speech Therapist.**
- **Other outside agencies that provide support to promote health and positive emotional wellbeing, include:-**
 - ❖ **HARV – Domestic Violence Support.**
 - ❖ **ELCAS – East Lancashire Child and Adolescent Service**
 - ❖ **Barnado’s – Emotional Health and Wellbeing**
 - ❖ **Action for Children – Parenting**
 - ❖ **Child Action North West - Emotional Health and Wellbeing**
 - ❖ **Greater Consortium – family support for those suffering from Domestic Violence.**
 - ❖ **Help Direct – family support.**
 - ❖ **Early Break – drugs and alcohol abuse.**
 - ❖ **Child Sexploitation Team.**

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

- **Details of all teaching and classroom support staff is available on the school website and can also be found in pupils’ school planners.**
- **All pupils’ identified in the Provision Map has named point of contact that parents are able liaise with where needs arise.**
- **The SENCo or any other member of the SEN department are available for meetings with parents by appointment, either during or after the normal school day.**
- **Key-workers are regularly updating parents on their child’s progress through telephone conversations, messages in the school planner and letters home.**
- **Parents are regularly updated on their children’s progress through annual reports and interim reports, parents’ evenings and achievement on progress through postal acknowledgement.**
- **The school has an annual open evening, where parents and students are able to view all areas of the school and take part in various subject activities. For those who are unable to attend school offers a further open morning providing students and parents with guided tours of the school on a normal working day.**
- **Parents can give feedback to the school by telephone 01254 233500 or by email enquiries@thehollins.com It is school policy to reply to any feedback.**

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:

The school has year and whole school councils with representatives from each form who take forwards any suggestions from students for discussion.

- Parents are encouraged to contact school if they have any concerns about their child's education and also give feedback following interim reports, annual report or parents' evening.
- There are five parent governors on the Governing Body and these are advertised as and when they become vacant.

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• There is a member of the Governing Body named as the link governor for SEN. They arrange to come into school and observe the work in the SEN department and then report back to the Governing Body.

- All students and parents sign a home-school agreement although there is nothing different in these for SEN pupils.

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:

The school has not been asked to provide this support but would be willing to assist if it was requested. Parents should contact school if this is needed.

- Information, advice and guidance can be sought from the SEN department if required by telephoning the school.
- We have never had to help with a travel plan.

Transition from Primary School and School Leavers

- What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)
- 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

- **The school provides a range of opportunities for year 6 pupils to experience their new school. All students are invited to a whole year 6 taster day, where children are able to actively take part in a school day, following a timetable.**
- **We also provide additional taster sessions for identified vulnerable students.**
- **A one week Summer school is available to all students starting in the following September. This allow new students to get a feel of the school and some of the staff, as well as providing them with the opportunity to meet new school friends.**
- **We assign a prefect buddy to any student we feel may benefit from having an older student available to them to guide them through at least the first term.**
- **For some of our more vulnerable students a named TA will be assigned them before the first day and in most cases will have met with the pupil either on the taster day or at their final statement review in primary school.**
- **Each year the Deputy Head, the SENCo and the Head of Year visit all the primary schools of the new students to gather relevant pupil data and information to assist in the smooth transition and their appropriate placement in year 7.**
- **For our Year 11 students that are preparing to move onto college or sixth form we offer a varied support programme, which includes:-**
 - ❖ **Supported visits to local college and sixth form open evenings and events.**
 - ❖ **Supported taster sessions at chosen options (Where available).**
 - ❖ **School host a number of career theme days throughout the school year, providing students with the opportunity to meet with representatives with an expert knowledge on their chosen field.**
 - ❖ **Access to the in-house careers advisor.**
 - ❖ **Support with college applications and Personal statements.**
 - ❖ **For student with a statement of educational need, an annual Transition Plan will be completed as part of the annual review; in addition a Post 16 representative will attend the review meetings in years 10 and 11.**

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:

- **The Pupil Support team offer daily break and lunch supervised quiet room, where students are able to play games, read, complete homework or just chat.**
- **Homework club is available every day from 3pm to 4pm, based in the Learning Resource Centre; in addition there is a morning club available from 8am on Wednesdays and Fridays.**

Extended Services

- Offer a varied menu of activities, which take place after school, lunch times, and during school holidays.
- Opportunities are provided to all. With a particular focus on Pupil Premium, SEN, looked after and vulnerable pupils.
- Projects are promoted to ensure that programmes are inclusive and all young people have the opportunity to take part.
- Projects/ activities are regularly evaluated to determine impact and aims and objectives are met.

General Outcomes

- Pupils make a positive contribution to their local community
- Improvement in confidence and self esteem
- Improvement in transferable personal skills
- Pupils feel more engaged in school life
- Pupils attend more after school clubs
- Pupils have accessible and affordable after school activities which they can access
- Pupils provided with unique learning opportunities

