



Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Approved on 1.12.22 by FGB

Holmwood School is a maintained primary special school in Middlesbrough for children with **complex needs**. All children have a range of Special Educational Needs (SEN) and as such have an educational statement or are moving through the statutory process to joint health, care and education plan

We have children with a combination of SEN which range from social, emotion and mental health difficulties, Autism (ASD), Learning Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD) Communication and Interaction difficulties and associated behavioural difficulties.

Pupils attend Holmwood School from the age of 4 – 11. The school currently has 85 places.

The school offers a specialised learning environment with small classes to support the SEN requirements of our young people. The school has an outside learning environment and garden, as well as range of play equipment and outside learning spaces to enrich our curriculum offer. The school also has a minibus to support our learning curriculum as we regularly go on visits out into the community.

Holmwood School:

- Has a positive learning environment where children develop new skills and learn how to apply them in a concrete and meaningful way
- Encourages, supports and challenges all pupils to achieve their full potential
- Embraces individual needs and promotes their self esteem
- Develops and supports children to be healthier and more able to understand their own personal difficulties and challenges

- Provides a caring, safe and secure environment where children are taught to understand their own place in their wider community and to overcome their individual difficulties to ensure personal, individual success
 - Promotes proactive working partnerships with parents, carers and external agencies
 - Works in a multi-disciplinary way to attend to the holistic needs of our young people and to support our children's families
 - Teaches pupils to communicate effectively and to be independent and be able to make good choices
 - Utilises the community to enhance the learning curriculum and to support pupils to practice and extend their social skills
- Develops pupils self esteem, confidence and independence in preparation for their challenges ahead in secondary school and adult life. All classes are fully inclusive and are determined by children's individual level of need. We have high levels of expectations for all our children and we aim to fully extend their academic and social development. High levels of staffing and individualised learning programmes ensure both the learning and social needs of each child are met within their class.

Throughout their time at Holmwood School children may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the 'typical' levels of provision.

	Whole School Approach Universal School approach to all our young people	Targeted support for individual - short / medium term
Learning and curriculum approaches	<ul style="list-style-type: none"> • <i>Detailed planning for all subjects with differentiated outcomes for every pupil</i> • <i>Termly Individual Education Plans (IEPs) specifying focuses for learning</i> • <i>Annual Review/ School Report</i> • <i>Ongoing contact with parents through Home School Book/telephone contact and Class Dojo</i> • <i>Ongoing assessment of pupil's progress and attainment</i> • <i>Analysis of both Pre Key Stage and National Curriculum for whole school and individual pupils</i> 	<ul style="list-style-type: none"> • <i>Additional information shared on pupils at whole school meetings</i> • <i>Opportunity for individual learning programmes and the ability to work across other classes or group settings in response to need</i> • <i>Regular contact with parents (as requested)</i>

Support	<ul style="list-style-type: none"> • <i>Small class groups</i> • <i>1 teacher to 12 pupils</i> • <i>2-4 Teaching Assistants to 12 pupils</i> • <i>Support provided to meet personal and social needs</i> • <i>Multi agency support</i> • <i>Daily briefings /whole school meetings to share information</i> • <i>Programmes and guidance provided by Speech and Language Therapists, Occupational therapist and Physiotherapist and integrated within the class timetable to support and facilitate access to the curriculum</i> 	<ul style="list-style-type: none"> • <i>Enhanced staff support during lessons and class activities</i> • <i>Increased levels of multi-agency support</i> • <i>Support/guidance from Educational Psychologists (as required)</i> • <i>Programmes and group sessions occasionally led but always monitored by Speech and Language Therapists, Occupational Therapist and Physiotherapist if required</i>
Teaching approaches	<ul style="list-style-type: none"> • <i>Small group teaching lessons</i> • <i>1:1 teaching in some lessons</i> • <i>Groups changed to reflect pupils' learning needs for each lesson</i> • <i>Structured environment within each class</i> • <i>Consistent routines and systems across the whole school</i> • <i>Full appreciation and provision of access requirements for all children</i> 	<ul style="list-style-type: none"> • <i>1:2 or 1:1 support provided for less structured activities</i> • <i>Additional visual clues and guidance</i> • <i>1:1 support provided to meet personal and social needs</i>
Physical and emotional support	<ul style="list-style-type: none"> • <i>Nurturing environment</i> • <i>Well resourced environment</i> • <i>Stimulating external play areas</i> 	
Health and Well being	<ul style="list-style-type: none"> • <i>Positive learning environment with excellent staff role models</i> • <i>Focus on developing confidence and self esteem</i> 	<ul style="list-style-type: none"> • <i>Increased time allocated to emotional development and understanding</i> • <i>Focus on developing shared attention skills</i>

	<ul style="list-style-type: none"> • <i>Personal Social & Health curriculum as a curriculum subject</i> • <i>Medical appointments and annual medical reviews carried out by visiting medical staff</i> 	<ul style="list-style-type: none"> • <i>Specific medical routines and programmes fully implemented seamlessly throughout school day</i>
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Please see below some answers for some potential questions you may have about the school. Please do however contact us on 01642 819157 should you need to ask about anything in relation to our Local Offer

1. How does Holmwood know if children need extra help and what should I do if I think my child may have special educational needs?

*Children are placed at Holmwood School following agreement with the LA and the Headteacher. All children **Education, Health and Care Plan which describes their individual areas of special needs and informs his/her Individual Education Plan.** A formal review is held once a year to discuss your child's progress and their current areas of special needs. Any additional needs are discussed as part of the review. As all classes have high staffing ratios each teacher is able to quickly identify any additional requirements*

2. How will Holmwood School staff support my child?

Each class has one Teacher and two to four Teaching Assistants to eleven children. The teacher is responsible for planning and has overall responsibility for the overall assessment of pupil progress. Children are taught as a whole class, in small groups by both the class Teacher and the Teaching Assistants.

We believe it is important for children to develop relationships with a number of adults and ensure all staff understand a child's SEN.

The school governors are ultimately responsible for the progress and attainment of all the children although they delegate this responsibility to the Headteacher. They receive collated and anonymised data about the progress of groups of children and hold the Headteacher to account for how good this is, in comparison to nationally similar groups of children. The Governing Body know the children well at Holmwood and regularly visit and support the school.

3. How will the curriculum be matched to my child's needs?

Our curriculum is based on the National Curriculum and includes all the mainstream subject areas to enable all pupils to access each subject in a meaningful and purposeful way. This curriculum follows the National Curriculum framework and we teach a Creative Cross Curricular Curriculum.

Every child has a learning programme which is differentiated (individualised) learning outcomes for every subject and individual expectations. Our children make progress in many ways not only through academic progress. We teach in a holistic approach with life skills throughout to help a child learn as part of a group as well as an individual.

4. How will I know how my child is doing and how will you help me to support my child's learning?

Copies of each child's Individual Education Plans Targets (IEPs) are sent home and there is an opportunity to discuss progress at parents evening at the start and end of each term, although if dates are not appropriate an alternative time can be found to communicate with parents.

Assessments of your child's progress are made regularly so the teacher always knows what each child in his/her class has achieved and what needs to be further developed. The class teacher and the Teaching Assistant also regularly meet up to discuss such progress

Some pupils will be working outside their age related key stage levels as they progress through the school. Children do have varying levels of homework as they progress through the school which parents are asked to support.

5. What support will there be for my child's overall well being?

Children's well being and emotional health is as important as their academic progress. Class teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self esteem. The high staffing levels enable class teams to allocate additional time as required to support the emotional well being of individual children.

Individual behaviour plans and expectations are also used should there be additional need. When a child's behaviour becomes challenging, teachers are supported in understanding the behaviour and agreeing with parents as to how best to manage it in a positive and proactive way. Our First Aiders are able to support individuals and staff are trained, when required in the emergency administration of medicine. All personal care needs are met by each class team. We pride ourselves on how we maintain the dignity of this important aspect of a child's health and care needs.

6. What specialist services and expertise are available at or accessed by Holmwood School?

Senior leaders, teachers and support staff are highly skilled in meeting the individual learning, behavioural and social needs of children with SEN.

The school accesses a range of specialist services including CAMHs, Social Care and Health service professionals. The School Educational Psychology Service also provides ongoing advice and support. Speech and Language Therapists (SALT), Occupational Therapist(OT), and

Physiotherapy colleagues and a school nurse work with the school and outline individual programmes for the education team to deliver when appropriate.

7. What training have the staff at Holmwood had or are having?

All staff, both teachers and support receive comprehensive and ongoing training in meeting the needs of children with SEN. A detailed induction programme is followed by a mentoring programme during which teaching assistants and teachers observe and review lessons taught within Holmwood to further develop their own skills.

In addition to more specialist curriculum training depending upon area of interest/expertise all staff receive mandatory annual Safeguarding and Fire/Risk assessment training. Several staff have also been trained in Makaton, PECS, First Aid and Epilepsy. All staff have been trained in Behavioural Management.

The school benefits from having its own trainers in Team Teach

8. How will my child be included in activities outside the classroom including school trips?

As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children and across time but we differentiate the activities and expectations to enable all children to take part.

Parents are asked to give generic permission for their child to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc. All children will be risk assessed. Visits which last for a whole day or are further afield, involve more comprehensive risk assessments and information is both sought from and shared with EVOLVE.

9. How will Holmwood School prepare and support my child to join the school and then transfer to Secondary School?

Once a place at Holmwood has been confirmed, parents will be invited to visit the school and meet the class teacher. The class teacher will meet with the staff, spend some time observing your child to gain detailed information. Following this visit your child will be invited to spend some time within a class at Holmwood although depending on the point of entry and your child's needs, this will vary. The number of times your child will visit varies but generally we have found a shorter transition to be most successful.. As soon as transition is deemed to be successful, school transport is set up

At Year 6/7 transition the aim for the school is that both our young people and families are fully satisfied with the Year 7 placement for our young people either in a mainstream or special school provision. We support parents throughout this process and visits to the new school are set up for our young people.

10. How are Holmwood's resources allocated and matched to children's Special Educational Needs?

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances.

11. How is the decision made about what type and how much support my child will receive?

On a daily basis, the class teacher determines the level of support for individual children from within the class team.

When children's SEN needs indicate that additional support maybe required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times,

If the evidence suggests that even higher levels of support maybe beneficial, this is agreed by senior leaders as the resource is provided from within the school. Due to the high levels of staffing in each class this is not required very often and only in very extreme situations, would additional support be requested from the Local Authority.

Parents are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. If so, the support is reviewed on an ongoing basis.

12. Who can I contact for further information?

The first point of contact for anything relating to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or write in the Home School Diary.

For matters not directly relating to your child's progress, parents are invited to contact School and the Headteacher or Deputy/Headteacher will be available to talk with you.

Considering a special school for your child can be a very daunting time and we have parents and Parent Governors who are happy to talk with prospective parents to share their experience and answer questions about Holmwood from their perspective.

13. What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?

Parents who believe their child's needs are not being met within school are asked to meet with the Headteacher to talk through their concerns. Where appropriate an early Annual Review meeting can be arranged, with representation from the SEN team to formally review your child's progress, current special needs and provision.

14. How is our local offer reviewed?

Our local offer was developed in consultation with staff and parents in July 2014 and will be reviewed by Governors on an annual basis, as from September 2014.

Finally should you want to know what our current parents feel about Holmwood School please follow the link to Parent View on the Ofsted Web site: <http://parentview.ofsted.gov.uk/parent>



To find out what service could support your child, please refer to Middlesbrough's SEN Local Offer

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>