



SPECIAL EDUCATIONAL NEEDS AND DISABILITY

POLICY & INFORMATION

September 2025

This policy will be reviewed at the Governors meeting on 9th February 2026. The approved policy will be published following the meeting.

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1. 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 academy, 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."

Robert McGinty
Headteacher

2. 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. This document serves as both the SEN Policy and the SEN Information Report for Hollingworth Academy. This policy and report are published in compliance with Section 6.79 of the SEND Code of Practice.

3. 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 'high quality teaching' that includes effective differentiation which allows all pupils to access learning in a safe, secure and inclusive 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.

4. 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

- Circle Time
- Visual timetables
- Sensory profiles / diets
- EAL support
- CAMHS
- Educational Psychologist
- WellComm
- SEND base
- Other outside agencies
- Radio Aids – additional equipment
- Social Stories / Comic Strip Stories
- Speech Therapy – following RANS guidelines
- In school support from Speech and Language Therapy

- Dyslexia Screening
- Dyscalculia screening



WHOLE SCHOOL PROVISION MAP

SEND

SPECIAL EDUCATIONAL NEEDS & DISABILITY

- High Quality teaching
- Academic Mentoring
- Referral to outside agencies
- Provision Maps
- Whole school progress monitoring

EMOTIONAL AND SOCIAL DIFFICULTIES

- Behaviour Policy
- Rewards System
- Nurture Groups / Beta Curriculum
- Circle Time
- SEND base
- Target reports
- Head of Year interventions
- SEND Support Workers
- ELSA
- Mental Health Schools Team

SENSORY / PHYSICAL NEEDS

- 21st 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
- Inclusive classroom strategies

COGNITIVE AND LEARNING

- Reading age tests
- Toe-by-Toe
- Reading Buddies
- IDL
- Guided reading
- Accelerated reading
- Rapid read
- In-class support
- Small group work
- Targeted group work
- SEND base

- Lexia
- Reading pens
- Precision Teaching
- Sparx Maths
- Homework Club
- Handwriting Club
- Twinkl
- Wave 3 Intervention
- Outside agencies
- Claro

6. MEETING THE NEEDS OF SEND CHILDREN/HOLLINGWORTH'S OFFER

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

<https://www.rochdale.gov.uk/specific-educational-needs/local-offer>

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 academy 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. 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 academy has experience.

Pupil SEND needs at Hollingworth Academy 2024/2025

SEN Need	EHCP		SEND Support	
	Sep-24	Sep-25	Sep-24	Sep-25
SEN Need	No. of Pupils	No. of Pupils	No. of Pupils	No. of Pupils
Selective mutism	0	0	0	1
Physical Disability	1	1	2	5
Other Difficulty/Disability	2	1	1	1
Multi-Sensory Impairment	0	0	1	1
Moderate Learning Difficulty	7	5	34	82
Specific Learning Difficulty	3	2	8	25
Vision Impairment	0	0	2	2
Speech, Language and Communication Needs	14	10	16	57
Social, Emotional & Mental Health	11	11	27	56
Severe Learning Difficulty	1	1	1	2
SEN Support, No Specialist Assessment	0	0	11	30
Autistic Spectrum Disorder	28	20	29	50
Developmental delay	0	0	1	1
Cerebral palsy	0	0	1	1
Anxiety disorder	0	0	3	9
Epilepsy	0	0	1	1
Hearing Impairment	0	0	4	8
Attention Deficit (Hyperactivity) Disorder	3	4	7	11
Dyspraxia	0	1	2	3
Dyslexia	2	1	8	11
Dyscalculia	0	1	1	0
Attachment disorder	0	0	0	1
Monitoring			121	130

*some pupils have more than one special educational need; all are listed.

The needs of most children with SEND are met through quality first teaching (QFT) and our inclusive classroom strategies. The key characteristics are:

- Highly focused lessons designed with sharp objectives.
- Dyslexia friendly interactive resources - presentations, worksheets.
- Multisensory teaching – visual, auditory and kinesthetic.
- Optimal learning environment – tidy, organised, minimal background noise.
- 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:

- Technology for a multisensory way of working, for example, Chromebooks, Claro and reading pens.
- Subject specific intervention and catch-up sessions.
- Literacy intervention including; guided reading, IDL, Lexia, accelerated reader and toe-by-toe.
- Group interventions.
- Pastoral support.
- Additional support from a Learning and Progress Assistant.
- Additional support from a SEND support worker.
- Modified curriculum.
- Support through the SEND base.
- Personalised classroom strategies.
- Referral to outside agencies.
- Exam concessions.
- Social stories.
- Sensory adjustments – wobble cushions, fidget toys.
- Support in school from outside agencies – RANS, SALT, EP service, MHST.
- Dyslexia and dyscalculia screening, Wellcomm assessments

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. School, 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 academy 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://www.ourrochdale.org.uk/kb5/rochdale/directory/advice.page?id=Lu54YEkAUkQ>

Children with an 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 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.

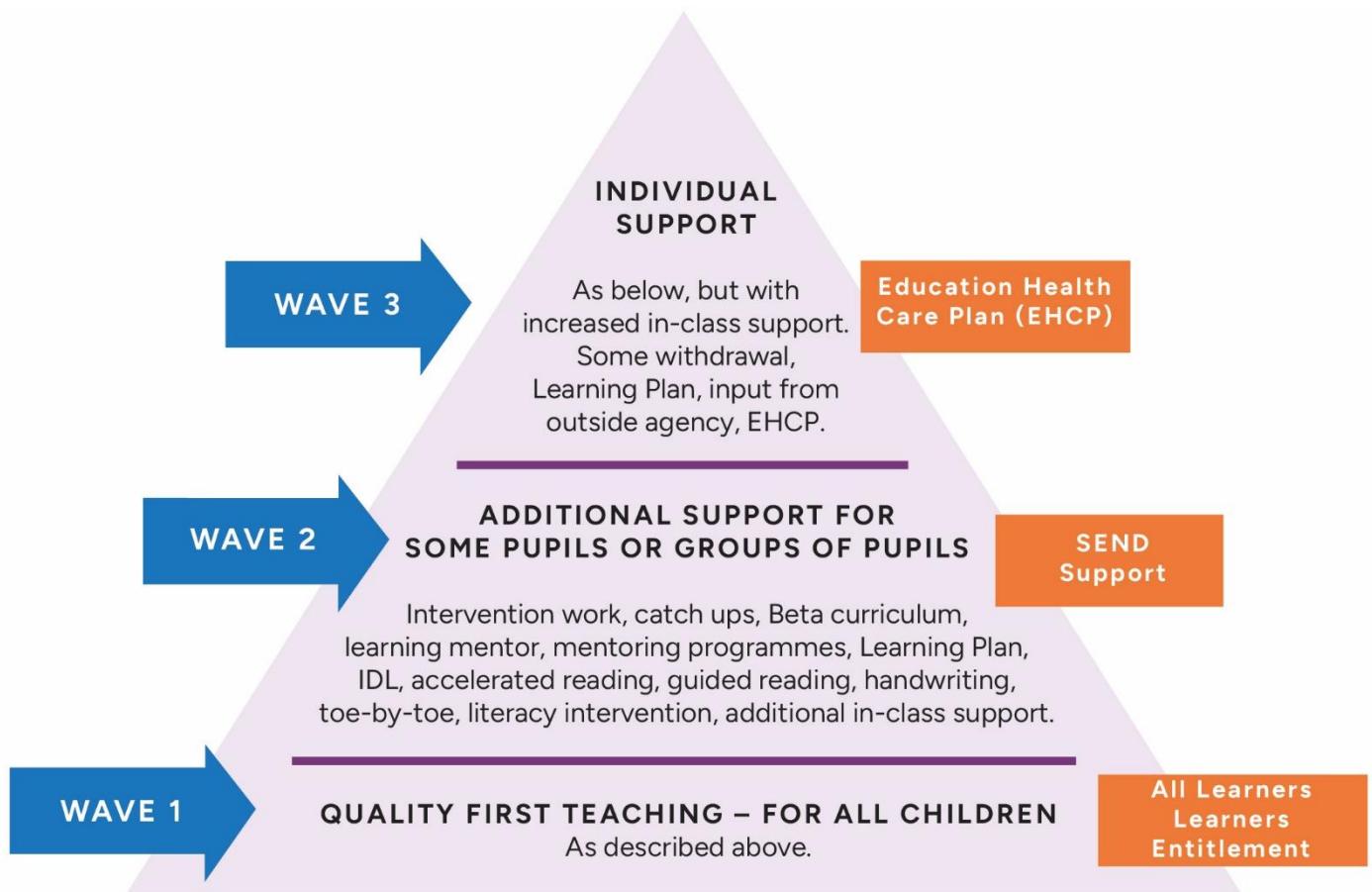
The support for those children who have an EHCP will include many of the interventions outlined at wave 2, but the level of support should be enhanced and very specific. Children at wave 3 intervention have an Individual Provision Map (IPM).

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.

7. 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.



8. IDENTIFICATION OF NEEDS AND SUPPORT

i) 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 an EHCP, and who request it, are given a tour of the academy 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 can be arranged so the child is introduced to key people in the academy, such as the Head of Year 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 their tutor group.

Transition arrangements for children with SEND but without an EHCP 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 academy and children have the opportunity to visit the academy 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.

ii) 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 12 pupils who we know, from our transition work, will find moving to a large high school difficult.

The nurture group follow the National Curriculum, but will also work on improving their confidence, working as a team and boosting their literacy levels during a bespoke tutor time program.

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.

iii) 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.

For children with literacy-based difficulties, we use a combination of strategies; typically these will include Lexia and 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 computer readers and reading pens. 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.

iv) MONITORING PROGRESS

As children move through the academy 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, the academy 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 academy 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. Parents and pupils are encouraged to contribute to the review of provision through annual reviews, feedback opportunities, and consultation meetings.

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.

v) Reports from Commercial Organisations

A number of commercial organisations offer help and assessments for various aspects of special educational needs. The academy 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 academy and arrange to discuss their concerns with the relevant staff to ascertain what the academy can offer.

9. 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 high quality 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 and inclusive classroom strategies implemented.

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

For details of our safeguarding policy please use the following link.

<https://hollingworthacademy.co.uk/parents-and-pupils/safeguarding/policies-and-information>

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

NAME	POSITION / JOB TITLE	KEY RESPONSIBILITIES
Mr R McGinty	Headteacher	Responsible for the overall educational provision for all children at the school.
Mrs C Inman	SENDCO	Responsible for the strategic management and oversight of the implementation of the SEND policy and provision at Hollingworth.
Mrs J Wright	Deputy SENDCO	Responsible for supporting the strategic management and oversight of the implementation of the SEND policy and provision at Hollingworth.
Mrs B Robinson	Designated Safeguarding Lead and Senior Assistant Headteacher	Responsible liaising with outside agencies for vulnerable groups of children, some of whom may have special educational needs.
Mrs A Kellar	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. Supports Year 6 to 7 transition.
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 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 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.

10. 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
Literacy Intervention Co-ordinator	Ms S Olsen (BA Hons English Language and Literature)
Mathematics Numeracy Co-ordinator	Mrs J Collier (HLPA & Level 3 Teaching Assistant)
Science	Mrs B McKeon (Level 2 Teaching Assistant – part-time)
ICT	Mrs Z Wood (Level 3 Teaching Assistant)
Nurture / Beta Curriculum and ELSA practitioner	Mrs G Szlatoszlakev, (Level 2 Teaching Assistant, ELSA)
SEND Support Workers	Miss A Brogan (Health and Social Care Level 2 and 3) Miss N Sabir (GCSE Maths) Mrs E Philips (HLTA, BETA tutor)
Family Support Worker	Mrs A Jabeen (Level 4 Education and Training, Understanding Autism and Behaviour That Challenges Level 2) Mrs K Murray (Cache level 3 Supporting Teaching & Learning in Schools, City & Guilds Maths, City & Guilds English Level 2) Cheryl Johnson (Level 3 Family Support)

11. GENERAL LPA's

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

NAME	QUALIFICATION
Mrs S Amer	Level 3 Learning Progress Assistant
Mrs S Evans	Level 3 Teaching Assistant
Mrs S Gibson	Level 3 Teaching Assistant
Miss R Hussain	Level 3 in Teaching Assistant and Level 3 in Children and Young People Workforce
Miss J Muslimah	Learning Progress Assistant Apprentice
Miss K Siddle	NVQ Level 3 in Childcare and Education
Mrs J Wood	Level 1 & 2 counselling, hypnotherapy and relaxation practitioner

12. COMPLAINTS PROCEDURE

The Academy's Complaints Procedure is set out on the Hollingworth Academy website under 'parental information'. Direct link to Complaints Policy: <https://hollingworthacademy.co.uk/parents-and-pupils/complaints-procedure>

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

13. POLICY REVIEW

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

14. 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: shared classroom support; small group intervention; support outside of the classroom; delivering intervention sessions; assisting pupils at homework club; designing classroom resources and differentiated materials. They also support SEND pupils who have exam concessions.

15. 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 is available to attend the annual review meetings of Year 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. Parents of Year 11 SEND pupils are invited to transition events to access support from family liaison from FE providers and positive steps.

Some pupils are offered taster sessions at college and occasionally Hollingworth staff have accompanied pupils on these visits. Some pupils are supported with transition by RANS. 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.

16. 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.

17. CONTACT DETAILS

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

General enquiries:

Mrs Maggie Smith (email: msmith@hollingworthacademy.co.uk)

Day to day concerns:

Mrs Angela Kellar (email: akellar@hollingworthacademy.co.uk)

Concerns with general provision, policy and funding:

Mrs C Inman (SENDCO) (email: cinman@hollingworthacademy.co.uk)