SEND Information
Orrell Holgate Academy
2026-27

Lifelong learners Equipped for the world Ambitious in every area
Resilient and courageous No Limit to their success.

Learning For Life
CURRICULUM

The Rowan Learning Trust

Our Vision

Life Long – Learners

Our vision is that because of the seven years they have spent at Holgate, every single child will move onto the next step of their education equipped with the skills, knowledge and values to enable them to be successful.

Through our 'Learning for Life' curriculum and 6 Learning R's, our aim is to work with parents/carers to prepare children for a life of successful learning where they can adapt and move forward successfully whatever the circumstance or situation.

To be RESILIENT – To equip children with the ability to utilise skills and attitudes to remain, peaceful, happy and committed to success when learning tasks, enrichment opportunities or life circumstances feel challenging.

To be RESOURCEFUL – We encourage independence and provide planned opportunities for children to find a way to succeed.

To be REFLECTIVE – Living a happy life requires us to be able to adapt, think things through, get on well with others and decide the best way to handle circumstances. Reflection time is built into our school day.

To be a RISK TAKER – children are supported to take safe, managed risk through the school day in order to gain new skills and experiences. Children are expected as they move through school to take responsibility for supporting younger pupils and becoming leaders.

To be RESPECTFUL – children understand the importance of showing others, themselves and the environment respect. This includes respecting difference and choice.

Relationships – Quality relationships underpin everything that we do. We want all pupils to be able to resolve conflict, speak up for themselves, understand healthy compromise, be polite and respectful and support those around them in work and in life.

Lifelong learners Equipped for the world Ambitious in every area Resilient and courageous No Limit to their success.

We recognise the importance of an ambitious and bespoke curriculum which enables all our children to thrive and succeed. Each child's unique starting point is quickly identified and ensure the foundations for learning are fully embedded quality first teaching and experiences. Children are supported to acquire the knowledge and skills necessary to be life-long learners. This includes an awareness of how to ensure their own physical and social emotional well-being for future stability and success.
The school promotes positive behaviour to ensure a safe learning environment for the whole school community. As children progress through key stages new learning is embedded with regular practice and retrieval. The school values encourage stronger supportive home-school relationships which is essential to a child's future success.
We want all our children to be both ambitious and courageous for their future; we endeavor to provide experiences which provide new opportunities along with a passion to pursue a future path which will bring them happiness and fulfillment in life. By providing a broad and diverse curriculum, coupled with a wide ranging extra-curricular offer, the school aims to provide varied opportunities to develop new interests, identify talents and provide a thirst and love for learning.
We firmly believe that a quality education is the key to future success. Our children benefit from a deliberately planned, ambitious curriculum which is tailored to their needs. Preparing our children for the next step in their personal and academic journey is an essential element of our school aims.

At Orrell Holgate, we believe that our children have once chance to be at school and that it is our responsibility to ensure that all children, whatever their ability or need, have an equal right to high quality education which will enable them to achieve their full potential. We endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the curriculum, to better respond to the four areas of need identified in the Code of Practice (September 2014).

Pupils with SEND or additional needs are not excluded from any area of the curriculum, trip or activity. This means that all children will be in the classroom for most of the time. Staff work hard to ensure that all children are included in lessons and that learning steps are personalised when needed.

High Expectations

- Pupils with sensory needs benefit from breaks and helpful activities outside of class to enable them to participate and engage in lessons inside the classroom.
- Pupils who find it difficult to regulate their emotions benefit from a range of activities to support relaxation and vital emotional support, but this is with the intention of enabling them to be able to enjoy their work and succeed in class.
- Physio and Speech and Language activities usually need to be completed outside of the classroom, but we will ensure that pupils are not missing the same lessons and that learning is not hampered.
- Some children will engage in individual and small group intervention to target specific difficulties such spelling, early literacy and mathematic skills, communication or handwriting. These times are for a fixed period and carefully planned and monitored so that precious time away from class is highly beneficial.
- All staff are trained in effective mediation and know how to adapt learning using concrete resources for example, so that children can access the same lessons.
- Teaching Assistants are placed in class to support all learners and particularly those with SEND alongside the teacher. We believe that the responsibility and duty of teaching staff is to effectively support pupils to become independent learners and to celebrate achievements along the way.

British Values

In addition to our School Values, we also uphold British values. As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and for those without faith. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum.

What is the local offer?

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN (Special Educational Needs) and their families. This easy-to-understand information will set out what is normally available in schools to help children with a range of needs as well as the options available to support families who need additional help to care for their child.

We will ensure that all barriers to equal access in our school are removed or overcome this includes attendance. We will monitor and track progress of all children so that the support provided is as effective as possible. We welcome and encourage the full engagement of parents and carers and where necessary, seek support and advice from specialists outside school, to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

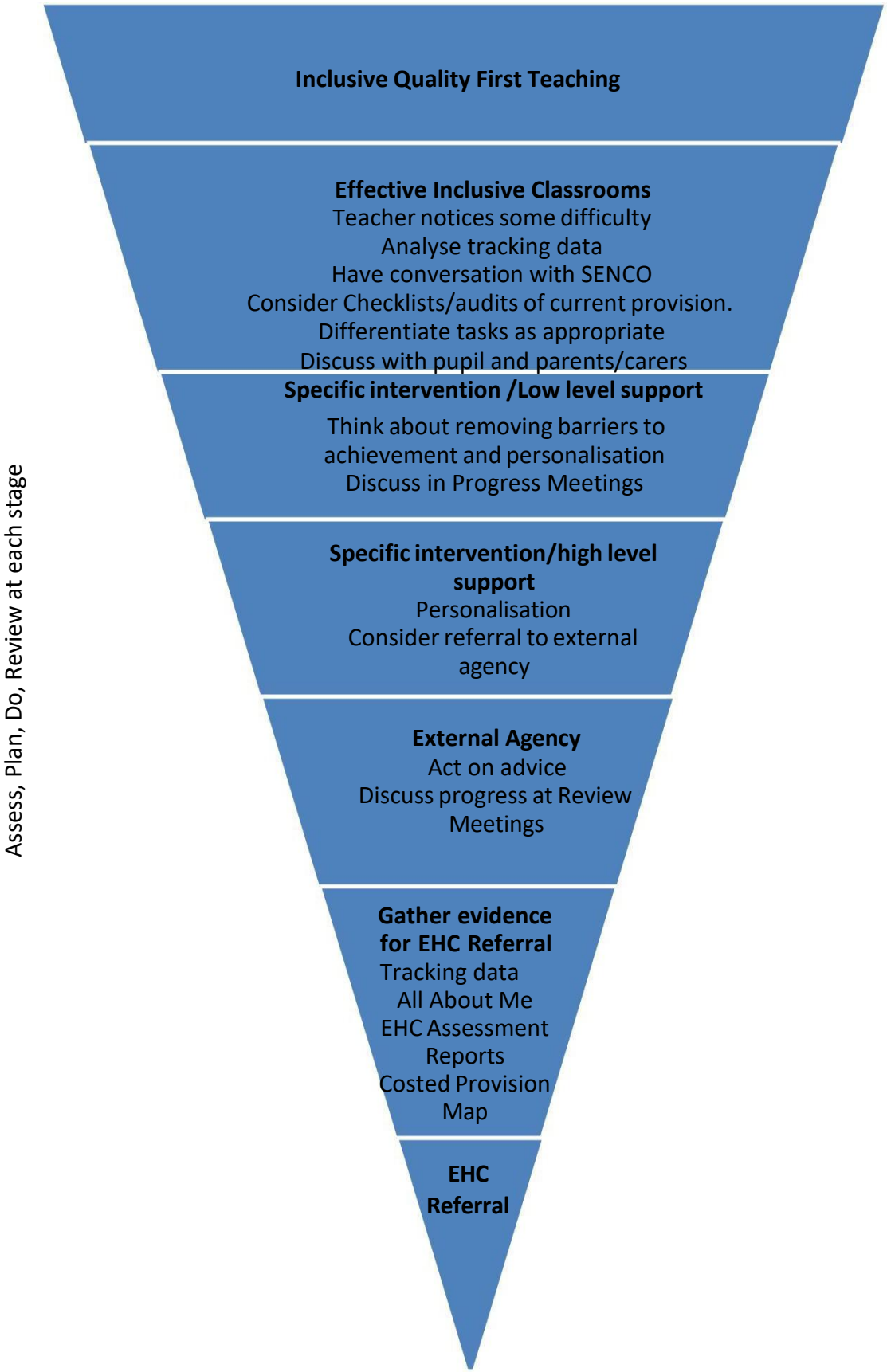
What will it do?

The purpose of the local offer is not only to improve choice and transparency, but to make provision more responsive to local need, through the involvement of all children and their families.

How does the school know if children need extra help?

All children's progress, academically, socially and emotionally, is constantly monitored by Teachers and the Senior Leadership Team within the school. Class teacher's often raise the first concerns about a child's progress. These concerns are then raised with the Special Educational Needs and Disability Coordinator (SENDCo) in order to assess need. Concerns may also be raised through the tracking and monitoring of assessments carried out by the Senior Leadership Team. Parents are also able to discuss concerns they may have about their child with either the class teacher, the SENDCo or the Senior Leadership Team.

We have a graduated approach in the way in which we respond, support and care for our children with additional needs, including monitoring, class support, school support and Education and Health Care Plan (EHCP).


Inclusive Quality First Teaching
Effective Inclusive Classrooms
Teacher notices some difficulty
Analyse tracking data
Have conversation with SENCO
Consider Checklists/audits of current provision.
Differentiate tasks as appropriate
Discuss with pupil and parents/carers
Specific intervention /Low level support
Think about removing barriers to achievement and personalisation
Discuss in Progress Meetings
Specific intervention/high level support
Personalisation
Consider referral to external agency
External Agency
Act on advice
Discuss progress at Review Meetings
Gather evidence for EHC Referral
Tracking data
All About Me
EHC Assessment
Reports
Costed Provision Map
EHC Referral
Assess, Plan, Do, Review at each stage

How will school staff support my child?

Class teachers are required to plan the curriculum to meet the needs of every child within their class, by differentiating teaching for different levels of ability and through high quality teaching.

If the class teacher has concerns about a child's progress, learning and development or personal, social or emotional development:

- They will then seek advice from the SENDCo. Each child's progress will be monitored for several weeks (usually about 6 weeks).
- If concerns continue, the class teacher will contact the child's parents to discuss next steps. At this meeting the class teacher will share the concerns and actions so far. Target will be shared to support the child's learning and IEP written. This will then be reviewed and renewed at regular intervals during the year.
- If a child still requires extra intervention, the SENDCo and the class teacher will discuss other options with the child's parents, such as a referral to the Educational Psychologist (EP), Speech and Language Therapy (SALT). When extra advice is given from an outside agency, the recommendations from the report will be used to set targets for the child and give strategies for the teacher to implement to help the child. The report also identifies resources, time scales, home links and adult support if appropriate. The teacher will annotate the action plan or recommendations on the report to show how they have implemented it. The report recommendations will be reviewed at least termly, and progress and effectiveness will be shared with parents at the parent review evening. Parents are welcome to make an appointment with the class teacher, at a convenient time, if they would like to discuss progress in between the parent reviews. They will be shared, confidentially, with adults within school and outside agencies who may be involved with the teaching or support of the child. The SENDCo monitors all reports and any correspondence sent to school concerning children with SEN.
- Children who have been identified as having a special educational need or whose progress has been identified as a concern will be included on the year group provision map. This will show how this group of children are being supported within the class or through targeted intervention.

What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.
Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Communication and interaction (Asperger's syndrome and autism and language disorders)
- Cognition and learning (moderate, severe and specific learning difficulties, such as dyslexia, dyspraxia, dyscalculia and global development delay)
- Social emotional and mental health difficulties (depression, ADHD, ADD, attachment disorders, emotional difficulties)
- Sensory and/or physical needs (vision or hearing impairments and physical disabilities)

At the beginning of the Autumn and Spring Terms, the SENDCo meets with the Educational Psychologist to identify any children needing support and to prioritise those needs. Children requiring support are identified to the relevant professionals. If a child requires Speech and Language support, Occupational Therapy or Physiotherapy or Outreach, school, (with parental permission) will put in a referral.

Referrals can be made to the Child and Adolescent Mental Health Services (CAMHS) if any child is finding it hard to cope with family life, school or the wider world. School can also refer to the Startwell team, which can offer support to both children and their families, to meet social, emotional and educational needs.

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

Through 'High Quality Teaching', school provides a curriculum to meet the needs of all children. All lessons offer the challenge and support necessary for each child to learn and, where necessary, differentiation occurs through the work set, questions asked, support given, or outcomes expected.

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

We operate an open-door policy at our school at the beginning and end of the school day. Staff are available on each door, in the morning, and they can take messages to teachers to make an appointment or pass on information regarding your child. We recommend parents make an appointment with the teacher to discuss their child's progress, so that the meeting can be productive. Parents' meetings take place in the Autumn and Spring terms. Reports are sent home at the end of the academic year which summarise the child's progress and attainment over that year and parents are invited to come into school to discuss these with the current class teacher and the teacher for the next academic year. In addition, children

with SEN meet termly with the class teacher to review the current IEP and prepare the next one. All children's progress is tracked regularly using the school's data tracking systems. We also have a strong pastoral team and parents are welcome to speak to on one of them for advice and support.

What are the arrangements for consulting children with SEN about and involving them in their education?

The child's voice is very important, and we actively encourage all children, including those with SEN, to feel comfortable to 'have their say'. We endeavour to promote these opportunities by:

- reports from outside agencies e.g., EPS – recommendations being reviewed with children where appropriate. The targets on reports are discussed with the child in child friendly language.
- Child's views are actively sought and form part of the IEP process.
- each child's self-evaluation being actively encouraged throughout the school and each child being supported, where necessary, to think of areas for development and how best to develop in these areas in school and at home.
- each child being made aware of their targets using our target cards for maths and English to support their development.
- Pastoral staff use a range if interventions to gather the views of our children including Talking Mats
- Children are encouraged to attend Parents' evenings.
- The SENCo monitors the views of children who have IEPs.

What support will there be for my child's overall wellbeing?

Staff are regularly trained in emergency first aid (including severe allergies), and we also have several members of staff across school with full First Aid at work certificates. Staff can support parents with the management of their child's medication in school. Medical notes are routinely sent home to inform parents of any accidents that have happened during the school day. Training is provided around specific medical conditions, such as epilepsy, anaphylaxis, visual and hearing impairment. Training is reviewed and updated to include new staff and to suit a specific requirement. A care plan is developed for each child with a specific medical need, such as epilepsy, asthma, diabetes so that all staff know what to do in case of an emergency.

We promote wellbeing through our curriculum and enrichment opportunities. We have a comprehensive Personal, Social and Health Education policy. Children are taught how to support and protect good mental health through our 'Wellbeing 5' work.

Our Personal, Social and Emotional curriculum supports all children in the development of their own social and emotional learning, but also in promoting our school values such as tolerance, respect and love for all children whether similar or different. School offers a wide range of activities within school to support their social and emotional development such as residential trips, school visits and educational trips.

School has a behaviour policy and reward system in place throughout school, which all children are aware of. Any issues that arise are dealt with swiftly and effectively by the appropriate member of staff. Parents are kept informed where appropriate. We work closely alongside outside agencies to provide further support if this is deemed necessary. Good behaviour and hard work are recognised and celebrated through Holgate Hero awards, house points and our reward charts.

In monitoring, evaluating and reviewing the provision for pupils with special educational needs, staff and governors pay particular attention to matters of equality in order to embrace the advantages of diversity and ensure that no member of the school community is treated unfairly. High standards of achievement are available for all pupils through a broad, appropriate and relevant curriculum that meets the needs of all learners. We aim to break down barriers to learning and consider the different learning styles and needs of each pupil.

What specialist services and expertise are available at or accessed by the school?

Staff are trained regularly in key areas of the curriculum and in identifying and supporting children with specific difficulties around learning, child development and any social and emotional problems children may experience. School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include Speech and Language, Child Psychology, Child and Adolescent Mental Health Service (CAMHS), Behaviour Support, Visual Impairment team, Hearing Impairment Team, Virtual Schools Team, Early Years, The Schools Outreach Service, Social Care, Paediatricians and the School Health Service.

All information for local services can be found at:
http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx

What training have the staff supporting children and young people with SEND had or are having?

Staff receive regular training from the Health Service around key medical issues which could arise for children. First Aid training is in place.

Some staff are trained in Team Teach to support children in dealing with and working through difficult situations. Most staff are trained in de escalation strategies.

All members of office, teaching and support staff have received child protection and safeguarding training. The Designated Safeguarding Lead is Vicky Baxter, and the Deputy Designated Safeguarding Leads is Gail Worrall
The SENDCo offers training and support to all staff to complete initial concerns, referral forms, IEPs and Individual Behaviour Plans (IBPs) where necessary.

Outreach support and specialist knowledge and advice is given by Hope School Staff and Landgate, which supports the learning and development needs of children within school. Training is sought, when necessary, Sensory support, CAMHS and the psychology service.

How will my child/young person be included in activities outside the classroom including school trips?

Orrell Holgate Academy is fully inclusive, and all children are encouraged to take part in all activities both within and outside of school including residential activities. Where necessary, extra support will be provided to ensure full participation is viable. Parents are fully informed of the trips and activities open to every child. First aid equipment and children's medicines are taken on every trip or visit outside of school.

How accessible is the school environment?

Orrell Holgate Academy is a single site, single level school. All buildings are accessible for children. There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability. In addition, there is a hygiene room. The use of computers and tablets enable all children to have access to new technologies to support their learning needs. The buildings are fitted with auditory support equipment.

How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

School encourages parents and children to visit the school and meet their new teacher prior to joining. There are induction meeting Reception children, where key information is shared about the school, its routines and arrangements for visiting school prior to starting. If a child joins mid-year, a member of the Leadership Team will show the child and parents around the school and be available to answer any questions.
Children are told who their next teacher will be and which classroom they will be going into, towards the end of the summer term. Children spend time in their new environment and with the adults they will be working with during class swap days. Individual arrangements can be made to ensure that children with special needs have a smooth transition for teacher to teacher, phase to phase or school to school. Children with EHCP and other children with SEN complete transition books to further support their transition.
Year Six children have time to visit their new high School for several days dependent on each different High School's arrangements. Children with specific needs or vulnerable children are often offered extra visits to their chosen High school after places have been allocated. Year 6 Teachers and the SENDCo meet with staff from the receiving High Schools to pass on any relevant information.
The SENDCo or Foundation Stage Teachers, attend meetings to meet with any Foundation Stage settings that feed into our school, again to share any data and specific needs.

How are the school's resources allocated and matched to children's special educational needs?

Each spring our school receives an amount of funding to help ensure the curriculum is available for all SEND pupils within its delegated budget. This funding provides the mainstream support that most children require.

Children with identified complex individual needs and who have a Statement of Educational Need, or an Education Health Care plan receive an allocation of money to cater for their needs. Part of this money is included in the school's delegated budget and the Local Authority provide top up funding for those children whose needs are considered greater. Several children are also in receipt of pupil premium. This is allocated to children who have been in receipt of free school meals, families receiving certain benefits, children who are Looked after Children, children adopted from care or Children of service personnel. The details about the current pupil premium funding allocation for pupil premium and the impact of it can be seen on the school web site.

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

The school curriculum is differentiated to meet the needs of all children and this differentiation can take many forms such as targeted questions, adjustments to the curriculum, support within the classroom by the class teacher or support staff and on occasions the format in which tasks are given may be different.

Children's progress is carefully monitored by the class teacher and by the Senior Leadership Team. Teacher assessments levels are completed regularly, and actions identified for those children not on track.

The initial extra support is given as High-Quality Teaching, by the class teacher. The class teacher will ensure that the child is aware of his/ her levels and the steps needed to move onto the next level. Teachers will also discuss with the parent how they can help at home. If after this initial intervention, the class teacher still feels that the child is not making sufficient progress, or is concerned about a specific need or behaviour, then they will approach the SENDCo for advice and support. The SENDCo can offer further advice and extra resources to the class teacher / parent. There may be a decision that the child requires specialist intervention or support. This might take the form of Speech and Language Therapy, Outreach team at Hope or Landgate, Occupational Health, Startwell, School Nurse Service or the Educational Psychology Service. If, after taking and implementing advice from specialist agencies, the child needs a higher level of support in class or through other resources, an EHCP (Education Health Care Plan) can be requested. This replaces a Statement in the old Code of Practice.

How are parents involved in the school? How can I be involved?

The Governing Body of Orrell Holgate Academy is made up of representatives from school, the local community and the parents. Adverts for Parent Governors are circulated as a vacancy arises. Parents of current children on roll can be nominated and if successful, are elected on to the governing body.

Parents are regularly encouraged to give feedback to Teachers and Senior Leaders about their children and events held in school. This information helps school to plan and to ensure that needs are met appropriately.

Parents are invited to help with educational trips and visits and are invited to attend our weekly Celebration assemblies when their child receives an award.

Who can I contact for further information?

Members of staff are at the doors and gates every morning and at the end of the day. This enables parents to briefly discuss any concerns or needs they have with the appropriate staff member. If parents/carers feel that they want to discuss their child and their specific needs or any concerns they may have in more detail, they can either, make an appointment to see the class teacher, a member of the Senior Leadership Team or SENDCo.

If you are considering sending your child to Orrell Holgate Academy, you can ring the school on 01942 768760 to make an appointment with the Head Teacher or to arrange a visit to the school. During the visit you will be given a tour of the school by a Senior Leader and given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.

The Local Authority's Local Offer can be found at this location:
http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx

SENDCO – Georgia Neylon
Mental Health Lead and Deputy Headteacher – Kelsey Condliff
SEND Admin – Lynn Dobson
SEND Governor – Claire Norcott

All contacts above can be reached via the school offics

01942 776670
enquiries@holgate.co