SEN and Disability

Local Offer: Primary Special School

Name of School: Holly Grove

School Number: 12135

Lancashire County Council

www.lancashire.gov.uk

School/Academy Name and Address	**Holly Grove School** **Barden Lane** **Burnley Campus** **Burnley BB10 1JD**		**Telephone Number**	**01282 953710**
			Website Address	**www.holly-grove.lancs.sch.uk**
Does the school specialise in meeting the needs of children with a particular type of SEN?	**No**	**Yes**	**If yes, please give details:**	
		√	**The school is a generic learning difficulty school catering for the full range of special educational needs and learning difficulties for pupils with EHC Plans.**	
What age range of pupils does the school cater for?	**2-11**			
Name and contact details of your school's SENCO	**Connor Moffatt** **c.moffatt@holly-grove.lancs.sch.uk**			

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Name of Person/Job Title	**Eve Taylor** **Headteacher**		
Contact telephone number	**01282 953710**	**Email**	**e.taylor@holly-grove.lancs.sch.uk**

Please give the URL for the direct link to your school's Local Offer	**www.holly-grove.lancs.sch.uk**		
Name	**Connor Moffatt**	**Date**	**Reviewed and Updated September 2026**

Accessibility and Inclusion

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

What the school provides

- As a primary school for children and young people with generic learning difficulties, we are based within an inclusive learning environment on Burnley Campus which is fully accessible to all. Our school is a purpose built, single storey building and consideration has been given into making the environment as accessible as possible to children, young people and service users with mobility difficulties, enabling them to access the environment as independently as possible. Accessible toilets are available and all hygiene /changing areas, the hydrotherapy pool area, soft play room, multisensory studio, sensory processing room and rebound therapy room have appropriate hoisting facilities to enable safe and dignified transfers. The majority of classrooms have ceiling hoists (a mobile hoist is available) to enable postural management programmes to run smoothly alongside education. Children and young people are assessed by the Physiotherapy and Occupational Therapy teams to ensure all pupils have appropriate equipment to access education and are encouraged to take part in functional movement throughout the school day. MOVE is integrated daily across the school with the support of our school based Physical Wellbeing Team.
- Disabled parking spaces are allocated for those with blue badges at the front of school.
- All required policies and guidance are in place. These are based closely on LCC model policies and guidance, with appropriate modifications to account for our individual school circumstances.
- Information is available to our whole school community via School Spider; an online portal, the school website, our Facebook page, newsletters, phone calls and face to face meetings.
- Consideration is always given to individual family needs when sharing information. For families for whom English is an additional language, information can be made available in other language formats. For parents whose first language is not English the school will provide an interpreter to attend meetings. The school employs a bi-lingual Family Support Assistant to support families where English is an additional language.
- As a Total Communication School, information is provided to children and young people in a range of ways and at an individual level through, for example, objects of reference, Makaton and on-body signing, photographs, symbols, voice output devices, iPads and verbal communication. These are consistent throughout the school. Weekly support is provided by Speech and Language Therapists who liaise with each class` Communication Champion, who are overseen by the Communication Leader in school. Specialist Visual and Hearing

Impairment Teachers also support to ensure modification to size/background colour/volume level etc. meet individual needs, where applicable.

- Our whole school environment has been set up to ensure all children can be as independent as possible throughout the school day. Consistent daily routines and a Total Communication environment are embedded throughout classes ensuring all children and young people are supported to understand what is happening now and what will happen next. A range of strategies and resources are used to support children's access to resources and learning and each individual child/young person's level of need is considered when planning for the curriculum and daily routines.
- A range of specialised equipment is available throughout school. Following multi-agency assessments, seating/standing frames/postural management equipment/assistive technology/Augmented or Alternative Communication aids are prescribed for individual children and class staff are trained in appropriate use to aid learning and access to education.
- Support is provided for pupils with sensory processing difficulties through sensory circuits and programmes delivered in our sensory processing (recharge) and rebound rooms or as outlined in regulation plans. Provision is provided in the classroom to meet sensory needs through a range of different resources and activities that are incorporated into the curriculum. We receive half termly consultancy support from a Children`s Physiotherapist who specialises in Sensory Integration.

Teaching and Learning

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

What the school provides

- As a special school, all of our children and young people have been identified as having special educational needs and therefore currently have an Education, Health and Care Plan.
- Admission protocols – available from the SEND office – have to be followed prior to a request for placement being made.
- The request for a placement will be made by the local SEND office following a statutory assessment /update of Annual review / EHC Plan.

- A member of the SEND 'Information, Advice and Support Team' (IAS– formerly known as both SENDIASS and Parent Partnership) can be requested to support & guide parent/carers through the admission process.
- Prior to starting school, an induction procedure is undertaken to ensure a smooth transition into school and a member of our Family Support team and/or class teacher will attend a transition meeting and provide support and documents for the pupil and their family.
- A range of assessment tools including EYFS Development Matters, PIVATS, Engagement Model, Pre Key Stage Standards, Statutory Assessment Tests and our own school based assessments linked to our individual curriculums, alongside more individualised targets based on the child's Education, Health and Care Plan outcomes are used to baseline, track pupil progress and set targets. This is to ensure the curriculum we provide meets the very specific needs of all pupils.
- All classes have a high staffing ratio to ensure that we can provide an individualised programme of learning that enables the educational, care and health needs of each child and young person to be fully met throughout the day.
- Key learning skills are in place for all children. These include a specific PSHE and developing independence focus. We also follow work-related pathways in the EYFS, KS1 and KS2 to ensure pupils are developing skills to enable them to become effective members of society. Clearly adapted lesson planning and independent lesson targets for each individual pupil facilitates access to the curriculum and ensures all pupils achieve their potential.
- Every child has a Targeted Learning Plan (TLP), with clearly identified and individualised targets to help pupils work towards the outcomes in their EHC Plans.
- Pupils in the EYFS, Year 1 and where applicable Year 2, follow our Early Years Curriculum. From Year 2, pupils will access one of three curriculum pathways: The sensory curriculum for pupils with profound and multiple learning difficulties or complex needs; the formal curriculum for pupils working towards or at national curriculum level in subject specific learning; the semi-formal curriculum for those pupils with a severe learning difficulty or Autism who may not be ready to access subject specific learning which enables them to build skills in 10 key learning areas. More information can be found on our website and within our curriculum policy.
- Teachers are highly skilled in adapting sessions to meet the diverse needs of all pupils, ensuring that expectations are appropriately tailored to support and challenge every learner. Where appropriate, children with advanced abilities are supported to access sessions within the mainstream primary provision on campus, promoting inclusion and enrichment.
- The curriculum is reviewed annually to ensure it meets statutory requirements and reflects the individual needs of pupils across each key stage. All subjects are delivered in mixed-ability peer groups, with teaching carefully adapted to meet the unique needs of every pupil within the class. The curriculum is designed to support the progressive development of skills across the key stages, ensuring continuity, challenge, and personal growth for all learners.
- The school places great importance on developing creative skills and works closely with local artists, Burnley Youth Theatre, Live Music Now and Little Voices to provide a broad and balanced curriculum that promotes cultural capital. In 2022 we achieved the Gold Standard 'Arts Mark' in recognition of this.
- Our qualified and experienced staff are skilled in working closely with children who present with a wide range of learning difficulties and disabilities. The Headteacher is a National Specialist Leader in Education as well as a SEND Reviewer. All members of SLT are Specialist Practitioners in Education.
- Our Outreach teamwork regularly support mainstream schools to provide school to school support for pupils with SEND in the local area. The team consists of two teachers who hold Masters qualifications in Psychology and in Education and SPMLD.
- Each class group's learning is led by a teacher and supported by an appropriate number of teaching assistants reflecting the individual needs and abilities of the group. Where

appropriate, individual 1:1 {or 2:1 support if needed} is offered to allow access to a specific activity or lesson.

- We are committed to ensuring our whole school team are provided with relevant CPD opportunities and training throughout the school year. Staff Appraisals, which take place on an annual basis, provide staff with the opportunity to identify professional targets for the coming year. We have a comprehensive in-house training programme on statutory and additional elements e.g. Moving and Handling, Safeguarding, PRICE. In addition, external training is provided where appropriate.
- We also provide access to specialist external support including Visual Impairment/Hearing Impairment/Sensory Processing practitioners.
- We have developed specialist Higher Level Teaching Assistant roles to enhance and extend the expertise of staff in the areas of Physical Well-being, Communication, THRIVE, Behaviour and Family Support to provide interventions where necessary in school and also to support families in the home. We have been accredited with the Lancashire County Council 'Behaviour Quality Mark' in recognition of the strategies we provide to pupils in supporting their behaviour. We employ a full-time Intervention Lead who supports staff to provide a range of additional interventions including Maths and English, Physical Development, Nurture Support etc.
- We strongly value our partnership with parents and have been awarded the Leading Parent Partnership Award. We actively encourage parental engagement in children's learning and parents are kept well informed about their child's progress through daily diaries, weekly photos/videos on Evidence Me, termly 'stay and play' sessions, emails, texts, phone calls, home visits, TLPs, Annual Reviews, termly progress reports, parents' evenings, open days, celebration assemblies and informal day to day conversation. As well as providing information sessions in school including training, workshops, support groups and forums we also hold half termly 'Chill & Chat' sessions to provide an opportunity for meeting informally with other parents.
- Alongside in-school inclusion, we also provide inclusive opportunities for our pupils within our partner nursery and primary school (and SEN Hub) on the Campus. Our EYFS Department is co-located with Reedley Hallows Nursery to ensure our youngest pupils are accessing a fully inclusive setting with opportunities to work and play alongside their peers.
- Our provision map clearly shows each pupil's access to additional interventions and evaluates the impact of these on the quality of teaching and learning.

Reviewing and Evaluating Outcomes

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

What the school provides

- Every child in school has an Annual Review and for children under the age of 5, these take place every 6 months. The parents, class teacher and a senior leader attend these reviews and health/social care professionals are invited to attend and/or submit a report if appropriate. Where appropriate the pupil may attend for part of the review but pupil voice is always given priority and pupils will always contribute in the most meaningful way for them.

At each review meeting, consideration is given if amendments are required to the current provision.

- Transition Reviews are held in the Summer Term of Year 5 to ensure that a detailed transition plan has been put into place prior to the start of Year 6.
- If a child or young person's needs change dramatically, an early review can be called to review the appropriateness of the provision.
- Analysis of progress takes place regularly and is shared by subject leaders at Teacher Meetings.
- The Headteacher and/or Deputy Headteachers meets with class teachers twice yearly to discuss individual pupil progress.
- Where there is a concern that a child or young person is not achieving expected progress, a discussion will be held to see if the current curriculum pathway is appropriate for them or targeted interventions are quickly identified and put into place.

Keeping Children Safe

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

What the school provides

- We have comprehensive risk assessments in place throughout school relating to specific areas of school i.e. hydrotherapy pool, Forest School, the curriculum (e.g. science/ PE) and educational visits. These risk assessments are undertaken by the appropriate staff and approved by senior leaders or EVC co-ordinators for educational visits. These are reviewed regularly, at least once a year.
- For some pupils in school a regulation and emotional support plan/risk assessment is in place. This identifies any behaviour that may be a concern/risk and ensures that a consistent approach is adopted by all staff to manage the behaviour and keep the child/young person and their peers and staff safe. For pupils with more challenging behaviour, a Regulation and Emotional Support Plan (RESP), written with the family, and a risk assessment may be put into place for their safety.
- Staff are very experienced in supporting pupils to manage their own behaviour and we have been awarded the Gold Mark for Trauma and Attachment.
- For some pupils a care plan is in place which identifies moving and handling, medical & care needs and the procedures to be followed to ensure all needs are safely met.
- The majority of our pupils travel to and from school on County transport and the Local Authority undertakes risk assessments for each individual pupil travelling on home/school transport. Pupils are supported on / off the transport by the Passenger Assistants and taken to /from the buses into school by education staff.
- Some parents bring their child/young person to school themselves. In this instance handover takes place at the school office or gates. If there is a change in who picks up the child from school, a password system is in place to ensure the child's safety at all times.
- We achieved the Online Safety Mark in Summer 2026 and continue to prioritise digital safety with the online safety team who meet half-termly.

- All children are supervised at break and lunch times by teaching assistants. Risk assessments, RESPS, flight risk profiles and care plans are adhered to at all times. Structured playtime and lunch time activities are provided to develop pupil's physical and social skills.
- The Anti-bullying policy, child on child abuse policy and all policies relating to Safeguarding and Child Protection, safety and support can be found on the school website or requested from the school office. The school provides PSHE lessons on bullying for our pupils and holds an Anti-bullying/Friendship week across the whole school annually.

Health (including Emotional Health and Wellbeing)

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

What the school provides

- Our school has a school nurse team on site within the week who work closely with the Physical Wellbeing lead.
- A high proportion of school staff have up to date Paediatric First Aid training including all members of the EYFS team.
- Prior to starting school, a health care needs assessment is carried out by our school nurse in conjunction with parent/carers. Following this, an individual care plan is drawn up and shared with all relevant professionals.
- Where appropriate, educational staff are trained by the school nurse or other specialist staff (e.g. Diabetes Nurse, Respiratory Physiotherapist) to manage the health/medical/care needs of individual pupils. Any staff trained in specific procedures (e.g. tube feeding, tracheostomy care, rescue medication) have their training updated on a regular basis. Care plans are reviewed annually as standard and updated immediately in light of any changes.
- All medication is kept in a locked cupboard/cabinet. There is a signing in and out system in place and a signing/counter signing system for administration.
- Relevant education staff are trained to manage a child's medical needs, administer routine medication and in the event of an emergency administer rescue medication.
- In the event of an ambulance being called a member of staff would accompany the pupil, parents would be informed and staff would stay with the pupil until parents arrived.
- We have a qualified Wilderness and Therapeutic approaches teacher who provides interventions such as 'Arrow Tribe' and Wilderness Therapy.
- During educational visits, care plans and any medications are signed for and taken off site by a designated member of the class team. Any medication administered on the visit is recorded and countersigned. In the event of a medical emergency, the care plan is followed, base contact informed and ambulance called if required.
- Parents/carers can access the following therapy services on site: Occupational Therapy, physiotherapy, speech and language therapy, school nurse, wheelchair clinics, dietician and some paediatric appointments.

- We have Communication Champions in each class who are responsible for communication across the school and who liaise with the SaLT to ensure the communication needs of individual pupils are fully met.
- Similarly, we have an HLTA responsible for the physical wellbeing of our pupils who liaises with the Physiotherapists and OTs to ensure individual therapy/equipment needs are being met. We have MOVE champions in each class to promote physical independence throughout the school day.
- Emotional Health and Wellbeing is a priority in school for both pupils and staff. We have a trained Senior Mental Health Lead in school and a THRIVE team who work with identified pupils to provide a range of therapies and 1:1 time in our THRIVE room. We also work closely with the Mental Health Support team.
- All staff are trained on the THRIVE approach which ensuring a consistent and proactive commitment to supporting the emotional wellbeing and development of all pupils
- Each class have a nurture champion who work with identified children as part of a more informal approach to supporting mental health and wellbeing.
- All staff have training on ACES and can support children who have been through Adverse Childhood Experiences or Trauma. The school has recently been awarded the Attachment and Trauma Sensitive School Award (Silver).
- Each pupil has a designated key worker who knows the child well and spends time with them on a daily basis who can quickly identify any concerns about the emotional wellbeing of the child.

Communication with Parents

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

What the school provides

- A staffing structure is available on the school website and in the Parent Handbook.
- Parents are provided with a Safeguarding Leaflet to identify who to speak to if they have any safeguarding concerns. Pictures, names and contact details of the schools' Designated Safeguarding Leads and Safeguarding Governor are in the school reception area.
- Prior to admission, parents/carers are encouraged to have a Non-Prejudicial Visit (NPV) to view the school and gain information
- Before starting school, a transition meeting will be arranged to strengthen the home-school link. A member of the Family Support Team and/or a member of staff from their new class will attend.
- The Family Support Team are available throughout the school week. Parents/Carers are provided with their contact details on admission to the school.
- When starting a new class, parents receive details of all class staff and are informed of who to contact in the case of any problems or concerns. All classes operate a key worker system and parents are aware of who this is and their role.
- Although appointments are made for specific meetings we operate an open door policy and welcome parent /carers into school.

- Each pupil has a home school diary which provides a two-way communication system providing information about the child's wellbeing that day. Parents can also contact staff via phone/email during the school day if they wish to discuss any concerns/issues.
- Parents are kept regularly informed of their child's progress through Annual Review meetings, Parents Evening, Stay & Play sessions, Weekly Evidence Me releases, termly TLPs and through informal discussions/letters/celebration certificates. Therapists are available to make appointments to discuss a child's progress.
- Evidence Me is an app that is used to share photographs and videos of the child between home and school.
- Stay & Play sessions are held in the Autumn & Spring term and theme days are held throughout the year where parental involvement is encouraged.
- Parents are invited to Parents Evening in the Summer term to provide an opportunity to meet the teacher & Key Worker team and ask any questions they may have.
- During the Summer term, the new class teacher and team share a video with parents/carers to support transition for September.
- Parent workshops and drop ins are held regularly to provide training and support e.g. behaviour, sleep issues, MOVE, phonics and reading.
- The Lancashire Parent Carer Forum is held at Holly Grove School monthly.
- An informal 'Chill & Chat' group is held every half term to encourage parent to parent contact and support. A member of our Family Support Team will also be on hand to offer support/advice.
- 'Friday Feel Good' sessions are also held on the first Friday of each month, for parents/carers to meet in an informal setting for wellbeing and to provide an opportunity to meet other parents.
- Throughout the year Parent wellbeing workshops are provided with various sessions such as sound baths, Art therapy and Cooking.
- Parents are able to give formal feedback as part of the Annual Review process, through Parental Questionnaires and through our school website.
- Parent views are extremely important to us and parents are encouraged to bring any concerns to the school's attention immediately so we can work together to resolve them.

Working Together

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

What the school provides

- Our school has both a School Council and an Eco Council which meets regularly throughout the term. These pupil representatives have the opportunity to influence specific elements of school life e.g. playground resources, fundraising events. They have helped to implement changes in school dinners and contribute to a community Peace Garden. They feedback during Senior Leadership Meetings and also on the Governor Newsletter.

- In addition to the Councils, we also have Head/Deputy pupils and prefects who are ambassadors for our school.
- Pupils are regularly encouraged to contribute through class assemblies, newsletters and on the school website/Facebook page.
- Pupils have their own interactive noticeboard containing key information about safeguarding, well-being and school events.
- Pupils are given daily opportunities to spend time with their key worker to discuss any problems or issues they may be facing and all classes have picture based 'feelings' boards to enable them to communicate effectively how they are feeling. Our pastoral team work with specific pupils to provide support where needed in our Nurture Room.
- Holly Grove School has been awarded the 'Well-being' Award for schools. As well as a five star accreditation as a 'Well School'.
- Pupils take part in events and sporting competitions with other local schools and GLD schools.
- Our school has supported the establishment of a parental committee, encouraging parents to take an active role in school life and contribute meaningfully to events and initiatives
- Pupils in Upper School are invited to select lunch time clubs to develop their skills and interest in key areas e.g. dancing, singing, football, gardening etc.
- Parents are actively encouraged to get involved in the life of the school and are regularly invited to assemblies/performances where possible.
- Parents are also encouraged to be actively involved in fundraising activities for school and make up some of the trustees on the board of 'The Georgia Fourie Butterfly Fund' (School Charity).
- Parents are provided with opportunities to become part of the Governing Body and their involvement and commitment to this important role is extremely valued.
- Parents are encouraged to volunteer in classes and support with reading with pupils.
- The Governing Body ensures that other agencies are involved in meeting the needs of our pupils through reviewing relevant policies and by critically evaluating the effectiveness of the School Improvement Plan.
- Each family signs a Home School Agreement prior to their child starting school which details clear information about roles and responsibilities on both the school and parent's part.

What Help and Support is available for the Family?

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

What the school provides

- Early help is an important service provided by the Family Support Team and Designated Safeguarding Leads (DSL).
- Our Family Support Manager (DSL) is the key person in school responsible for either offering support and advice to our parents /carers/families or signposting them to the relevant agency (with the support a bilingual family support assistant).

- The school works closely with the Children and Family Wellbeing Service and have access to a Community Senior Family Support Worker if it is felt that more intensive support is required for families.
- Parents can request additional support or advice during the Annual Review or at any time throughout the year. Parents know that they can speak to the class teacher regarding any concerns and the class teacher will refer these to senior leaders or relevant professionals if necessary.
- Parents can also access advice and guidance on an individual level from the relevant education staff and health professionals.
- The school charity 'The Georgia Fourie Butterfly Fund' provides respite breaks/holidays for pupils and also small grants to help parents financially with the cost of specialist equipment and resources.
- The majority of our pupils travel to and from school on County transport and the Local Authority undertakes risk assessments for each individual pupil travelling on home/school transport. A member of education staff liaises with County transport to provide a link between school and transport.

Transition to School and School Leavers

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

What the school provides

Before a child starts school, we will:

- Organise a Transition Meeting.
- Visit any other settings that a child may currently attend to observe the child and speak to professionals that know them well.
- Ask parents to complete information sheets detailing contact information, permissions, medication and key information.
- Discuss the possibility of a phased induction.
- Arrange meetings with all professionals involved to ensure we have an accurate and up to date knowledge of the child's needs and development
- Ensure relevant care plans are in place
- Provide a personalised social story for each child to help them learn about their new setting.
- Offer transition sessions, where appropriate, to allow the child to become familiar with their new class before starting.

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

- Organise a transition meeting.
- Provide opportunities for the pupil to access transition visits to their new setting
- Arrange meetings with the relevant professionals /staff to ensure transfer of all key

information

- In liaison with the Secondary School provide opportunities for the parent/carer to visit their child's new school and discuss any concerns they may have
- Invite staff from the secondary school to attend the Year 6 Annual Review.
- A member from SLT will visit the children in the first term or organise a meeting with new staff.

Extra Curricular Activities

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

What the school provides

- Experienced and qualified education staff run clubs for our Upper School Children throughout the week. There is no cost for these sessions.
- Merry Berries After School Club runs three nights of the week and is open to all pupils. There is a cost to parents for this provision. The sessions focus on, cooking and developing communication and social skills.
- Subject to charity funding, Holiday clubs and Saturday clubs are held throughout the year. These are run by school based staff that know the children well. There is a cost to parents for this provision.
- Y6 pupils are given the opportunity to experience a residential OAA visit prior to transition to their secondary placement These visits are tailored to meet the individual needs of our pupils ensuring accessibility and inclusion for all children. Parents are asked to make a contribution to the cost of the trip.
- Lower school pupils have the opportunity to experience a holiday style residential visit to Blackpool in purpose built accommodation which is fully accessible. Parents are asked to make a small contribution to the cost of this trip.
- School has a charging and remissions policy, which seeks contributions for payments from parents for educational visits and residential activities. However, no pupil would be excluded from any activity or visit if a contribution was unable to be made.
- PSHE is a key focus of our whole school curriculum. High staffing levels ensure that pupils are supported throughout the whole school day to develop positive relationships with their peers and ensure that key personal and social skills are continually developed.
- Children are given access to THRIVE & Nurture Sessions to support their communication and social skills with familiar adults and peers. We use a range of resources including social stories, Lego, Play and Art Therapy.
- The school has access to two wheelchair accessible minibuses and two seven seater vehicles to enable the pupils to access learning outside of the classroom.

- The school provides access to creative arts sessions through Burnley Youth Theatre, Little Voices and Live Music Now and has achieved the Gold Standard Arts Mark.
- The school provides access to inclusive PE opportunities through Burnley Sports partnership and Burnley FC in the Community and also through links with other mainstream and specialist schools.