Holly Grove School
SEN Information Report

September 2026

Lancashire County Council

HOLLY GROVE SCHOOL

SEN Information Report
Date: Autumn 2025

Name of the Special Educational Needs/Disabilities Coordinator
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The kinds of SEND we provide for.
Holly Grove School is a primary special school for children with generic learning difficulties. This includes but is not limited to: severe learning difficulties, profound and multiple learning difficulties, complex medical needs, visual and hearing impaired and children with Autistic Spectrum Disorder. Some pupils also exhibit challenging behaviour.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?
All children who attend Holly Grove will have an Education, Health and Care Plan which will have been issued following an Integrated Statutory Assessment. Requests for places are made via the Education Office. They will consider the EHC Plan and identify which would be the best school to meet the child's needs. Priority will be given to children that live in the Burnley area. A NPV (Non Prejudicial Visit) can be arranged for parents to view the school. We will look carefully at the transition process. The class teacher and/or our Family Support Team will carry out a transition meeting and a visit to their current educational establishment (if applicable) to ensure a smooth transfer.

Each child has an Education Health and Care Plan (EHCP) which identifies the long term outcomes, i.e. end of Key Stage goals. These are reviewed annually, previous targets are evaluated and new targets are set. The new targets are used to inform the Targeted Learning Plans. These are evaluated and updated on a termly basis. The targets are taken from the following headings: Communication and Interaction, Cognition and Learning, Sensory / Physical, Independent / Self Help, Social, Emotional and Mental Health (SEMH) (If applicable). The targets are sent home to parents every term. All members of the class team are aware of the targets for each child. At Holly Grove we have a keyworker system in each class. Each member of staff in the class team is a keyworker for a small group of children. It is the keyworker's responsibility to record evidence to support the evaluation process for the class teacher. This consists of videos/ photographs, samples of work and staff observations which are uploaded onto Evidence Me to provide a personal learning journal for each child.

We assess the progress of our pupils using a range of assessment tools that provide evidence of educational achievement e.g. Development Matters (EYFS), PIVATS, Engagement Scale, and the school's own assessments linked to the different curriculum pathways. All pupils are baselined on entry to the school. We initially formally assess our pupils in November and the Headteacher and/or Deputy Headteachers then meet with each class teacher to identify any areas of concern and look at appropriate interventions (these range from English, Maths, communication, sensory processing, additional physiotherapy etc.) to improve progress. Pupils may also move on to a different, more appropriate curriculum pathway. The pupils are formally assessed again in May. Any children, who are able, will sit the appropriate statutory tests.

We also assess individual progress across the Educational Health and Care Plan headings to ensure we monitor and set appropriate targets for the pupils in other areas of their learning and personal development These assessment results are shared with parents as part of the Annual Review process and in the Annual Report. Parents are encouraged to take an active role in their child's education and training/work shop sessions are held throughout the year to enable therapies or learning opportunities to continue at home e.g. MOVE, Bug Club online reading.

All the teachers at Holly Grove are qualified and experienced in teaching children with a wide range of additional needs. They are supported by Teaching Assistants who have additional training where required, e.g. to support a child with complex medical needs, to support a child with complex Autism.

Our Family Support Team consists of a Pastoral Manager, one full-time Family Support Officer and one part-time bilingual Family Support Officer. The team provides a welcoming and supportive point of contact for families, offering welfare meetings, advice, guidance, emotional support and practical help. They work alongside families to access funding, complete forms and applications, and connect with appropriate services and professionals through signposting and referrals. The team also supports families with and attends a range of meetings, including welfare meetings, Team Around the Family (TAF), Child Protection (CP), Child in Need (CIN) and Short Breaks Support Plan meetings, ensuring that families have a voice, their views and needs are heard, and appropriate support is identified. They provide

support around behaviours in the home, helping families identify triggers and develop positive strategies, routines and approaches, alongside advice around sleep hygiene and emotional regulation. The team also organises workshops and parent support opportunities. They work alongside school staff and the Child and Family Wellbeing Team through case consultations to help families access additional resources, equipment, charity funding and community support. Their aim is to build positive relationships with families, help them navigate available services, access the right support and achieve the best possible outcomes for their children.

Our Communication Team consists of Communication Subject Lead and Champions in each class who are trained in a range of communication systems, e.g. Picture Exchange Communication System (PECS), Makaton, Attention Autism, High Tech Communication Aids etc., a Level 3 Teaching Assistant who supports with communication interventions. They work very closely with our Speech and Language Therapists.

Our Physical Well-being Team consists of a Physical Well-being Leader (HLTA) and MOVE Champions in each class. They are responsible for organising the Hydrotherapy pool sessions in liaison with the Physiotherapist; Sensory Processing in liaison with a trained Sensory Integration Therapist, Rebound Therapy, MOVE programmes and Physiotherapy programmes. They also work closely with the Occupational Therapist and the Nursing Team.

Our Emotional Wellbeing provision is further enhanced through a full-time licensed THRIVE Practitioner. The THRIVE Practitioner works closely with pupils, families and staff to identify and support social and emotional developmental needs, helping children to build resilience, relationships, emotional regulation and wellbeing. Support may be delivered through individual or small group sessions, classroom strategies and consultation with staff and parents. The THRIVE approach is embedded across the school and contributes to our understanding of each pupil's emotional development, enabling us to provide targeted support and appropriate interventions where required.

We have an Outreach Team which is led by one of our Deputy Headteachers and also consists of the EYFS leader who both hold qualifications as Specialist Practitioners in Education. The team support local mainstream schools that have children with additional needs. They help with reviewing the SEND provision, target setting, behaviour management strategies, Autism training, Attachment issues etc. We also work closely with the BIV (Burnley Inclusion Voice).

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Our school has a School Council and they meet regularly throughout the term. The pupils are encouraged to represent their peers and have the opportunity to influence decisions about school life e.g. new equipment for the playground, which charities to fundraise for, the appointment of new staff to school. 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. We also have an Attendance Ambassador who supports their peers in maintaining good attendance, wherever possible.

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.

We are committed to embedding the THRIVE Approach throughout all aspects of school life. We recognise that emotional wellbeing underpins successful learning, development and relationships, and we take a proactive approach to supporting pupils' social and emotional needs. All pupils have regular opportunities to connect with their key worker, helping them to develop trusting relationships and communicate any worries, concerns or feelings. Classes use a range of visual supports, including emotion boards and communication tools, to help pupils identify, express and regulate their emotions. Our full-time licensed THRIVE Practitioner works alongside pupils, families and staff to deliver targeted support, assessments and interventions where needed. This holistic approach is embedded across the school and helps ensure that every pupil feels safe, understood, valued and ready to learn.

Pupils take part in events and sporting competitions with other local schools and GLD schools.

Pupils in Upper School are invited to select clubs to develop their skills and interest in key areas e.g. dancing, singing, football, gardening etc.

Where appropriate, pupils are encouraged to comment on their Annual Review/Annual Report about the progress they feel they have made, with the support of their keyworker.

Keyworkers may act as advocates for children to enable them to share their views.

Pupils are also encouraged, where appropriate, to contribute to their own target setting throughout the year.

Pupils are kept informed of their progress, through target sharing in child friendly language, communicated in a way that is meaningful to that child e.g. Symbols/Makaton. Our marking policy ensures a consistent approach to feeding back progress to pupils through the use of stickers and ‘Next steps’. Pupils are encouraged to self-evaluate at the end of lessons using appropriate communication e.g. ‘thumbs up/thumbs down’, self-evaluation fans, stickers etc.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

At Holly Grove we regularly seek to effectively communicate with our parents/carers.
We have achieved the Leading Parent Partnership Award.
We have an 'Open Door Policy' at Holly Grove where parents/carers are encouraged to make an appointment to see a member of staff if they have any concerns they want to share.
We have a dedicated Family Support Team who work closely with our families, the Family Support Team are one of the first people new parents/carers will meet at Holly Grove.
Parents/carers are invited in to school on a regular basis to celebrate the successes of their children at fundraising events, curriculum days and stay and play sessions.
Each child has a home / school diary which is a two-way communication system.
In the case of pupils with more complex needs, the keyworker may ring a parent/carer to discuss/ share any concerns.
'Wow' moments in the curriculum are shared with parents/carers; staff will send home photographs, samples of work, video clips etc. on the app 'Evidence Me'.
Parents/carers are also kept informed of key information and events through School Spider – a parent portal, the school website and Facebook page.
Each class puts photographs and news on the school website and share their curriculum overviews each half term and there is also a weekly blog on the website.
A detailed weekly newsletter for parents/carers is produced with key information and updates.
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

We host the Parent and Carer Forum Group's at Holly Grove on a regular basis where the parents set the agenda, i.e. they may request school staff to provide behaviour training, they may request someone to talk to them about benefits etc.
We have an informal parents group that meets once a month called 'Feel Good Friday'. This provides an opportunity for parents and carers to socialise, connect with other families and enjoy a welcoming, safe space where they can share experiences, support one another and feel part of a community.
We have parents on our Governing Body and their comments and support for the school are invaluable.
Many parents and family members are trustees on the School's charity and help to fundraise or suggest ideas to raise money for.
We send out a Parent/Carer Questionnaire every year to enable us to seek the opinions and thoughts of our parents.
The Annual Review process is an opportunity for parents to comment on their child's progress and review their child's Education, Health and Care Plan. Parents/Carers are encouraged to share their aspirations and goals for their child and whether they feel our provision still meets their child's needs.
We hold a parents evening in the Autumn term to encourage parents/carers to come in and discuss the progress of their child. We also have an opportunity in the summer term for parents/carers to come in and see the school in action. They are

encouraged to come in and join their child in a learning activity. It is also an opportunity for parents/carers to meet the new class team for their child in the new school year.
Workshops, training and individual drop in sessions covering a wide range of topics, are arranged throughout the year to enable parents to support their children in the home e.g. behaviour, sleep, phonics, reading, MOVE, sensory processing.

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

There are currently 12 class bases organised as far as possible by Year Group. 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.

Some of our pupils may follow an individual timetable which consists of more opportunities to access activities such as sensory processing, immersive room, rebound therapy, MOVE sessions, Hydrotherapy etc.

Our After School Club, Merry Berries is also seen as an extended learning opportunity. Each day is themed and the children learn new facts and they are also supported by experienced, trained staff to make their own tea.

We have a well-established Forest School provision led by two qualified Forest School teachers, including one member of staff with a qualification in Wilderness Therapy. There is a well-resourced outdoor learning area, designed in partnership with the School Council to reflect pupils' interests and needs. These outdoor environments provide valuable opportunities for experiential learning, communication development, emotional wellbeing, independence and engagement with the natural world.

Holly Grove School offers four curriculum pathways and children are placed on a curriculum that best meets their needs and developmental stage. These are: The EYFS Curriculum for pupils working towards the Early Learning Goals in Reception, Year 1 and in where applicable Year 2; 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.

During our Pupil Progress Meetings in the Autumn term, the class teacher and Headteacher and/or Deputy Headteachers will discuss each child’s progress and pupils not making expected progress are identified. Appropriate interventions will then be discussed. Our provision map clearly shows each pupil’s access to additional interventions and we evaluate the impact of these on the quality of teaching and learning in May. Additional pupil premium funding is mapped to ensure effective deployment of funds and resources.

The teaching and learning at Holly Grove is led by qualified and experienced teachers with a team of Teaching Assistants. We have a rigorous induction process for new staff which includes:

Safeguarding/Child Protection Training

Moving and Handling Training

PRICE Training/Supporting Behaviour and Regulation

Awareness of ACES (Adverse Childhood Experiences) and Trauma on Children.

Autism Awareness

Emotional Regulation

Total Communication training, including an introduction to Picture Exchange Communication System (PECS)

The above courses are delivered as soon as possible after joining Holly Grove School.

The Governing Body are very keen to promote Continuing Professional Development (CPD). The Headteacher is a National Specialist Leader in Education as well as a SEND Reviewer. All members of SLT are Specialist Practitioners in Education. We are also involved with the School Direct Training programme delivered at Embrace Teaching School Hub.

All the Level 2 and 3 Teaching Assistants have the Level 2 / 3 NVQ qualification or equivalent and many complete these whilst on the job to progress within Holly Grove.

Some of our Middle Leaders are now completing National Professional Qualifications in Middle Leadership and Masters programmes.

As an Outstanding school, the governors and SLT are committed to ensuring our whole school team are provided with relevant CPD opportunities and training throughout the school year. We hold annual Professional Development Reviews (Appraisals) for all teaching and learning staff which allows them 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. we have 3 Moving and Handling Trainers who train/refresh all staff in safer moving and handling, we have 5 DSLs who provide annual Safeguarding Level 1 and 2 Training as well as termly updates and 7 minute briefings. We have 6 PRICE Trainers who provide training/refreshers in positive handling. In addition, staff access external training where appropriate.

How accessible is the school environment?

Holly Grove is a purpose built single storey special school (Opened September 2008). The school is located in Burnley Campus. We have our own Reception with electronic doors to

enter our school (staff and visitors have passes to access the electronic doors). All staff and visitors use our Inventory electronic signing in system.

Most classrooms have ceiling mounted hoists as do our bathrooms, Rebound Therapy Room, Soft Play Room, Sensory Studio and Sensory Processing (Recharge) Rooms. All bathrooms have wet and dry changing beds. The Hydrotherapy pool has a ceiling mounted hoist which goes from the changing area into the centre of the pool. A portable hoist is also available for classrooms/rooms where there is no ceiling hoist.

We have a variety of quiet, low stimulus areas for pupils who require time to emotionally regulate, whenever needed and a range of equipment and resources to provide sensory processing opportunities.

We also offer: A quiet nurture room, an Intervention room, a creative/music room an Eye Gaze room, recharge rooms, a TEACCH room, an immersive room, an outdoor classroom as well as a Forest School.

Both the Primary car park and the Sixth Form car parks have designated disabled bays.

Holly Grove has access to a range of outstanding facilities. The campus also has a dance studio, auditoriums, large sports hall, outside multi-use games area (MUGA) and faith centre which we can book when required to enhance our curriculum.

Within Holly Grove we have a large well-resourced EYFS learning area which is co-located with Reedley Hallows Nursery. In addition to the other class bases we have a number of specialist rooms:

Hydrotherapy pool – with specialist lighting and sound system. EYFS and Lower School children access the pool for specific therapy sessions. Once the children reach Upper School they will also use the pool for swimming/water confidence or (if appropriate) they access St Peter's Pool in Burnley for swimming lessons. The pool is also used by 2 local special schools on a weekly basis.

Rebound Therapy Room – with specialist lighting.

Three Sensory Processing/Recharge rooms based in EYFS, Lower School and Upper School

Physical Well-being Room

Communication Room

Two Sensory Studios one based in the main school and one in the EYFS.

Two Food Technology rooms

Soft Play room

Immersive Room

THRIVE Room

A school hall which is used for PE lessons, assemblies and our After School Club – Merry Berries.

A dining room

Rooms are clearly marked around school using a range of different signs e.g. symbols, objects of reference, Makaton signs to make them accessible to all. A Total Communication approach is adapted throughout school to ensure a consistent and inclusive approach to communication. Parents are encouraged to learn the 'sign of the week' as shown on the newsletter and invited in for PECS (Picture Exchange Communication System) support where applicable.

We have outdoor play facilities for EYFS (co-located with Reedley Hallows Nursery), Lower and Upper School, including a wheel chair accessible roundabout and an outdoor gym.

We also have an Outdoor Classroom and a secure Primary playing field.

We have 2 wheelchair accessible minibuses and a 2 seven seater cars for community visits. We have also just purchased a WAV (wheelchair adapted vehicle).

Holly Grove hosts the Parent/Carer Forum for the Burnley area. We work closely with the Learning Disability Team and they use school facilities to deliver some of their courses e.g. Riding the Rapids for parents with children on the Autistic Spectrum.

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

How is the decision made about the type and quantity of support my child/young person receives?

Resources needed are identified on the school improvement plan each year. Subject leaders audit their subjects and complete an action plan to request resources to enhance the teaching and learning of their subject.

The school council are given an opportunity to request additional resources.

We welcome suggestions from parents e.g. recently we have appointed an additional bi-lingual TA to support our families and included Facebook updates.

The provision map ensures that all children are accessing the relevant intervention groups.

Any additional support required for children can be addressed during the Annual Review process.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Parents are kept regularly informed of their child's progress through Annual Review meetings, Parents Evening, Stay & Play's, and through informal discussions/letters/wow moments/certificates/Evidence Me.
Appointments can be made to speak to the Occupational and Physiotherapists, Speech and Language Therapists or the School Nurse.
Targeted Learning Plans are sent home at the beginning of each term. Our reading scheme The Bug Club can be accessed online and parents have been provided with training to support their child's learning at home.
On our Annual Report we offer suggested targets for parents to support their child's learning at home. We also send home shorter progress reports at the end of the Autumn and Spring Terms.
Each class operates a key worker system and the key worker will ensure that parents are kept informed of their child's progress through the home school diary system.
Staff will also make phone calls to parents. On our website we have a 'blog' which is updated on a weekly basis to share school news. We also share events and news bulletins on our Facebook page.

What training have the staff supporting children/young people with SEND had or may they have?

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

As mentioned above, CPD is of high importance at Holly Grove. Whole staff training is identified on the School Improvement Plan. Training requirements for delivering the curriculum are identified by subject leaders on their Action Plans. Professional Development Reviews, Supervision Meetings and staff skills audits are also used to identify training needs.

Each child with medical needs has an individual care plan and any training requirements would be highlighted by the school nurse when writing the care plan.

In addition to the school based staff we have the following professionals who support school:

- School nurse
- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists
- Educational Psychologist
- Advisory Support Teachers (e.g. Visual/Hearing Impairment)
- Area Special Education Needs Officer
- Dietician

- Learning Disabilities Team
- Social Workers

At Holly Grove we record all safeguarding incidents on CPOMS. This system is also used to keep DSLs informed of our children's well-being. Where concerns are raised, the Designated Safeguarding Leads will respond appropriately and, where suitable, arrange a Family Welfare Meeting to explore the support available through Early Help. If additional specialist support is required, referrals will be made to the relevant services and trained professionals, depending on the child's individual needs. This may include the Learning Disability Team, Occupational Therapy, Children and Family Wellbeing Service, Bowel and Bladder Service or School Nursing Team. This ensures that families are supported to access the most appropriate advice, guidance and interventions to meet their child's needs.

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

We have an excellent induction process for children joining Holly Grove. The Family Support team and/or teacher will carry out a transition meeting and complete our Induction Pack. They will also visit their current educational establishment where applicable.
We have a Transition Policy in School which was written with the help of one of our parent governors. This is to ensure the transition to the next class goes as smoothly as possible. Each child has a pupil profile which is updated by the key worker and class teacher prior to the end of the summer term. This includes all likes/dislikes and communication needs.
When starting a new class, parents receive details and a book about their new class including photographs of all class staff and are informed of who to contact in the case of any problems or concerns.

We have 2 transition mornings in the summer term to give children an opportunity to meet their new class team.

Transition from Key Stage 2 to Key Stage 3 is carefully planned in liaison with the High School. Once pupils enter Year 6 they are given regular opportunities to go to the High School. The Year 7 class teachers will visit Holly Grove in the summer term to see the pupils in their current setting and attend the Year 6 Annual Review. Where possible pupils have transition sessions at the High School.

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

Where funding is available, Holly Grove runs Holiday Clubs during the school holidays. All funding is independently researched, sourced and secured by Holly Grove staff to help make these opportunities available to our children and families. These are all run and staffed by experienced members of the school team.

We run a variety of clubs throughout the year i.e. Dance, Reading, Science etc.
Extracurricular activities are timetabled into the week including swimming/drama etc.
We work closely with local organisations such Burnley Youth Theatre, Burnley Sports Partnership and Burnley FC in the Community to provide sessions in school that can then be accessed outside of school too. We also work closely with other local special schools to provide inclusive sports events such as Winter Olympics, Dance and Athletics.
We have an After School Club which is run by experienced school staff. The children are taught how to make their own tea, develop their social/communication skills and their self-help skills. We also provide a breakfast club at the start of the school day when children arrive in school.
We provide regular residential trips in both KS1 & KS2. The cost of the residential visits varies and parents are asked to make a contribution to the cost of the trip. Pupil/Sports Premium funding/charity funds may be used if appropriate.
All classes in school arrange a variety of educational visits designed to support teaching and learning inside/outside the classroom. Every child is included on these visits.
All educational visits are risk assessed and the appropriate staffing levels are identified. These risk assessments are undertaken by many different staff and approved by senior leaders and the EVC co-ordinators.
Any child with a care plan and medication is required a named member of staff who will sign for it to be taken off site. If any medication is administered on the visit it is recorded and countersigned. In the event of a medical emergency, the care plan is followed, base contact informed and ambulance called if required.

What support will there be for my child/young person's overall well-being?

Each child with a medical issue has a care plan written by the school nurse.
Our Pastoral Manager, who is also a DSL will work with the other DSLs in school to identify any family welfare issues and the appropriate support will be provided and referrals made e.g. to social care, Paediatric Learning Disabilities Team, Children and Family Wellbeing Service.
We have a detailed medication policy and our physical well-being leader is responsible for monitoring the medication cabinets and ensuring that all medicines are in date etc. All trained staff can administer medication. (Training is carried out with the school nurse every July and during the year if required.)
Staff are trained to support pupils with their personal care/hygiene routine, i.e. moving and handling trained, feeding programmes etc. The PSHE curriculum places emphasis on developing pupils' independence skills.
All children are supervised at break and lunch times by teaching assistants. Risk assessments, regulation and emotional support plans and care plans are adhered to at all times.
Any child who experiences high anxiety levels and may present with challenging behaviour will have a Regulation and Emotional Support Plan. These are written by the Class teams/Families and the Deputy Headteachers /REST Leads.
Emotional Health and Wellbeing is a priority at Holly Grove for both pupils and staff. We have a trained Senior Mental Health Lead, a full-time licensed THRIVE Practitioner and a nurture team who work with identified pupils to provide a range of therapeutic interventions and individual support within our Nurture Room. As a Thrive-embedded

school, all staff are trained in the THRIVE Approach, ensuring a consistent, relational and proactive response to pupils' social and emotional development. THRIVE principles are woven throughout daily practice, helping staff to understand pupils' emotional needs, build positive relationships and provide targeted support that enables every child to feel safe, valued and ready to learn. We also work closely with the Mental Health Support Team to further enhance the support available to pupils and families.

Each pupil has a designated key worker who knows each pupil well and spends time with them on a daily basis who can quickly identify any concerns about the emotional wellbeing of the child.
Bullying is addressed as part of the PSHE curriculum and we have a week dedicated to anti–bullying/friendship during the school year. We also have a child-friendly Child on child abuse policy to support our pupils.
The Anti-bullying, Child on child abuse Policy and policies relating to this can be requested from the school office.
We have a School Council, Head/Deputy Head Boy/Girl and Year 6 prefects who represent their peers in school and contribute to decision making.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Each pupil has an Education Health Care Plan which is reviewed annually with parents and outcomes for their children are discussed.

Parents are also provided with an Annual Report on their child's progress / achievements.

Our pupils are regularly consulted on their ideas for improving our school (especially via the school council). Pupils in Upper School complete a questionnaire to share their views.

The Leading Parent Partnership Award is evidence that we value the views/opinions of our parents and strive to involve them in school life wherever possible. The annual parent questionnaire is consistently positive in the outcomes.

The Gold Behaviour Award is evidence of the work we do to ensure behaviour is managed consistently for all our children. We work hard to ensure children learn strategies to manage their own behaviour where appropriate.

We have recently been awarded the Attachment and Trauma Sensitive Schools Award (Gold).

All staff members are asked to complete an anonymous questionnaire. These are consistently positive.

The governing body are provided with a summary of all questionnaires.

The School Senior Leadership Team, made up of a broad representation from across the staff team meet every other week to discuss any issues relating to the school.

The Governing Body provide a supportive but challenging presence within the school and are encouraged to play an active role within the day to day running of the school. They take

part in lesson observations and learning walks and we have link governors attached to different areas of the curriculum who are responsible for monitoring the effectiveness of our provision.

Curriculum Impact and Quality of Teaching and Learning is analysed and fed back to Governors and is used to feed into the School Improvement Plan.

Holly Grove was most recently inspected by Ofsted in June 2023. A fully copy of the report can be found on the school website.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

The school can access a range of other bodies including health and social care and voluntary organisations to meet the needs of our pupils. Our Family Support Team has extensive knowledge of the local services available and will signpost parents to the appropriate services or they will make the appropriate referral.

Where further support is needed for pupils, funding is used to provide more specialist input e.g. medical support, specialist teachers, sensory profiles etc.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Parents / carers are encouraged to contact school immediately if they have any concerns. They can do this by ringing school, making an appointment to see the appropriate member of staff or emailing the class email. Most concerns can be addressed quickly by acknowledging the concerns and addressing where appropriate, or by staff explaining clearly the school course of action. If parents are not happy with the explanation they may wish to make a complaint. Our complaints procedure is available on the school website or the school office will provide a hard copy.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Our Family Support Team has extensive knowledge of the local services available and will signpost parents to the appropriate services or they will make the appropriate referral.

Where can I find information on where the local authority's local offer is published?
Lancashire County Councils Local Offer - http://www.lancashire.gov.uk/send