

What equipment and facilities do we have to assist our pupils with SEN?

The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and speech and language therapists. Our broad approach here is captured in our equality and disability policies which are available on our website or on request. Examples of equipment include and facilities include:

- Disabled toilet
- Ramps
- Sensory equipment/room
- Trampoline
- Pencil grips
- Sloping desks
- Software packages such as Clicker 6
- Specialist consideration for access arrangements for exams
- Access to specialist teacher input e'g' hearing impaired

How do we ensure parents of children with SEN are involved?

If your child is new to Hollickwood, an Induction Process is carefully carried out where any prior SEN information is shared.

If children are not making adequate progress despite the input of provisions and adjustments through good quality personalised teaching, then they may be identified as having SEN. Parents/carers will be informed and a meeting arranged to discuss further.

Parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:

- Meetings to agree transition arrangements and support;
- Meetings to discuss progress with the SENCo or other appropriate member of staff
- Statutory meetings and reviews.

There will be an agreed time frame for reviewing outcomes and progress. Depending on their age and their interest, the child may also be present at some or all of the planning meeting. Parents will receive an annual report on their child's progress.

How does the Governing Body involve other bodies in meeting the needs of children with SEN and in supporting families of such children?

Hollickwood is strongly committed to working in partnership with colleagues from outside agencies to address the needs of students. They work regularly in school to work with students either individually or in small groups and provide advice to school staff. Parents/carers are contacted in advance and permission requested, if their involvement specifically addresses the needs of individual children.

The school has strong working relationships with a number of external agencies including:

- The School Nurse Team
- The Educational Welfare Service
- The Educational Psychology Service
- Child Support Services
- Community Police

The Inclusion Governor, Mrs Kirstie Stroud, meets regularly with the Inclusion Lead and reports back in the Annual Report to Governors.