



Special Educational Needs  
Information Report  
**2022/23**

This annual SEN Information Report outlines the current provision across Hollinwood Academy. It is available on our website [www.hollinwoodacademy.org](http://www.hollinwoodacademy.org). The report is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

### **What types of SEN do we provide for?**

Hollinwood Academy provides an educational provision for children and young people who have a diagnosis of Autism Spectrum Condition (ASC) and who experience difficulty in:

- Speech, language and communication
- Communication and interaction
- Cognition and learning
- Sensory and/or physical difficulties

We have 284 children and young people on roll at Hollinwood Academy. 100 children at primary and 163 young people at secondary with 21 young people across site. 269 children and young people have an Education and Health Care Plan.

Hollinwood Academy is part of the New Bridge Multi Academy Trust (MAT).

The academy adheres to the admission policy which is available on the school's website. All young people have a formal diagnosis of ASC and/or SLCN.

### **What is our approach to teaching children and young people with SEN?**

Our school's mission statement, "Learning Together, Learning for all, Learning for Life" is at the heart of everything we do to create meaningful futures for our children and young people; supporting them to achieve their full potential and become valued participating members of our community. This is strengthened by the promotion of our core values:

Caring  
Creative  
Inspiring  
Passionate  
Innovative  
Trusting

Hollinwood Academy provides an inclusive learning environment, offering a unique and creative curriculum that is carefully tailored to meet the needs of all our children and young people. Our intention is to promote holistic development alongside academic achievement for all children and young people. We believe in the concept of lifelong learning and the notion that learning should be accessible, regardless of need. We focus on breaking down barriers to learning, and through outstanding teaching, we equip our children and young people with the skills, knowledge and



understanding necessary to be able to make informed choices about the important things in their lives.

### **How do we adapt the curriculum and learning environment?**

We offer three discrete curriculum models: **Academic**, **Communication** and **Nurture**. Each area focuses on a realistic destination, supporting children and young people from reception to adulthood to achieve successful outcomes. Destinations include:

Being involved  
Taking Part  
Taking control  
Playing a part in my community  
Volunteering in my community  
Working in my community  
Being independent

Our curriculum offer is broad and balanced to provide a variety of creative, innovative and unique learning experiences, ensuring learning is accessible and purposeful for all. We have high expectations for all of our children and young people and appropriate pathways are identified early to support children and young people to achieve realistic goals and fulfil their potential.

To ensure the learning environment continues to be inclusive and accessible to support all children and young people throughout their learning journey, we regularly review our premises and staffing team to ensure we maintain an outstanding offer. Intervention rooms and specialist support teams have been developed/established to allow structured interventions to take place.

Our Specialist Support Team are integral in supporting students and staff in specialist areas. The Specialist Support Lead effectively coordinates the team to provide support directly to individual children, young people and staff teams. The team also provide training to enable staff to develop their own knowledge and skills in specialist areas, with the goal of enabling all staff to gain the knowledge and expertise to provide specialist provision throughout the school.

In response to identified barriers to learning across school we have developed many initiatives to support all children and young people to reach their full potential reflective of their ability and need. The most significant barriers to learning, aside from ASC are social, emotional, behavioural and mental health difficulties.

The Wellbeing Hub promotes and supports the holistic development of children and young people with diverse characteristics and needs. It focuses on developing positive mental health and wellbeing alongside key skills that will allow our young people to achieve their potential in school and life beyond. Our core values: we are caring, creative, inspiring, passionate, innovative and collaborative influence the ethos of this provision ensuring it is focused, safe and inclusive to meet the individual needs of all young people who require short or long-term support. The Wellbeing Hub will support young people to develop their skills in a range of areas, including confidence building and resilience, sense of self, being respectful and thoughtful, building and maintaining



healthy relationships, managing emotions and anger management. Academic support is embedded throughout and core subjects, English and Maths will be delivered.

The study zone is designed to support Year 11 students to re-engage. It promotes independent learning, raises aspirations, and prepares young people for adulthood. The study zone offers an inclusive learning environment for young people who are struggling to access lessons in the mainbody and who's anxieties are heightened due to forthcoming GCSE examinations.

Nurture groups in the main school are designed to support young people with significantly low academic ability while focusing on their social and emotional difficulties. In some cases, young people are referred to the Nurture groups with higher academic ability however their social and emotional needs present as barriers to learning and, they are unable to focus on academics due to high anxiety and inability to focus or concentrate for extended periods of time. The curriculum offer in the Nurture classes provides opportunity for young people to access functional or GCSE schemes at their pace, there is more flexibility and less pressure in these classes.

The Nurture class that sits outside of the school building provides a focused learning environment accommodating KS4 students who have struggled to prosper in main school lesson due to behaviour and SEMH challenges. The students follow an academic (Functional/GCSE) pathway alongside personalised interventions to support their behavioural and SEMH needs.

Mentoring is a new initiative. This has been effective in identifying individual needs and areas for improvement with young people who find attending all lessons and conforming to school rules challenging. A six-week programme has been designed to support our young people to overcome their barriers to learning and develop strategies that can support them to successfully access all learning opportunities across school.

At primary, we have 13 classes which range in size from 5 to 12 children. Where possible, we endeavour to group children by cohort, however, there are some cases where this would be unjust and deemed detrimental to a child's development. We have therefore created classes that accommodate mixed year groups, to provide for individual needs effectively and appropriately. Delivery is personalised to focus and support children to reach realistic destinations according to their need.

At Secondary, we have 19 classes that vary in size. Classes range for up to 13 young people per class. Academic and vocational pathways are identified early according to ability and age, and young people are grouped strategically to ensure they receive the required support and opportunities in order to reach their full potential and achieve their desired destination as listed above.

**How do we enable children and young people with SEN to engage in activities with other children and young people who do not have SEN?**



Being part of a Multi Academy Trust allows us to work closely and establish relationships with other schools and providers across the trust. This has been key in coordinating relevant, challenging and aspirational work placements where our young people engage in activities with other young people who do not have SEN.

Young people have the opportunity to take part in the Duke of Edinburgh's Award and both local and national sporting competitions which enable all young people, whatever their circumstances or ability, to participate fully. These events include football, tag-rugby, table tennis, cricket, hockey and basketball so that everyone can experience the social aspects of being part of a team. Self-esteem and confidence are developed through participation with non-SEN peers and achievement is celebrated from school level through to national level so that all the young people experience success and feel valued.

We aim to develop skills for independent living, community access, social inclusion, employability and preparation for higher and further education through our preparation for adulthood and RSE curriculum. Young people at KS4/5 work towards qualifications/accreditations that are accessible to them. These include GCSE, Functional skills and ASDAN courses.

We have high expectations for all of our children and young people and the appropriate pathways are identified early to support children and young people to achieve their full potential and reach their desired destinations.

### **How do we consult parents of children and young people with SEN and involve them in their child's education?**

Annual reviews are arranged routinely regardless of an EHCP. Parents are encouraged to complete a personal view in order to contribute to the review process. Parent views will be shared and discussed at the review.

Staff work closely and effectively with families to help them to sustain children and young people's positive behaviour in the home. Strategies are shared with families for consistency and support; this helps children and young people to develop self-management and resilience in all contexts.

School/parent partnership is strong. SLT, middle leadership, pastoral and class teachers' welcome parents on a daily basis. We are here to listen and support where we can. We have a parent group that delivers workshops on topics suggested and requested by parents. This will be done using the expertise of our in-house professionals and also external providers.

Parents/carers are fully included in, and regularly informed about, their child's education. We have an open-door approach to working with parents/carers and our pastoral teams dedicate their time to developing and maintaining positive working



relationships with both parents/carers and children and young people. This work includes:

- Transition visits for new parents.
- Daily home/school books for information exchange annual review meetings
- Parent governors
- Workshops and training for parent/carers
- Parents' evenings and coffee mornings
- Invitations to awards evenings, school productions and assemblies etc.
- Parent involvement in changes in school through informal and formal consultations and questionnaires
- Signposting parents to support networks
- Platforms for attainment and communications with Arbor and Evidence for Learning

### **How do we consult children and young people with SEN and involve them in their education?**

Annual reviews are arranged routinely regardless of an EHCP. Children and young people are encouraged to complete their personal views in order to contribute to the review process. These views are shared and discussed in the reviews. The reviews are person centered, capturing progress and identifying early, if any area of need is not being met effectively. Step targets are created in line with individual targets set out in sections E and F of the EHCP to ensure accurate support is in place, outcomes are achievable and the correct provision is being offered. Subsequently, action is taken to ensure the offer is appropriate to meet need. This may involve: personalised interventions, bespoke timetables, requests for additionality.

The School Council gives children and young people a voice and allows them to contribute to all aspects of school life.

**An annual PASS (Pupil Attitudes to Self and School) survey is undertaken each year.**

### **How do we assess and review children and young people' progress towards their outcomes?**

Children are assessed regularly throughout the year to influence support, need and opportunities. Baseline assessments are completed when children enter the reception and/or year 7 or at the point of entry. These assessments identify strength and areas for development. Teachers use this information to personalise and modify learning and it is at this stage that we can start to identify appropriate pathways to ensure the most appropriate and effective learning opportunities are offered to each individual, according to their strengths and areas for development.

Formative assessments are used well in the majority of observed lessons and learning walks; formative assessments are tracked on Evidence for Learning. Teachers and teaching assistants use highly effective questioning and prompts to sustain attention and deepen learning. They are highly skilled at checking and recognising the children and young people's understanding throughout the lesson. This is done through further



questioning, the use of white boards, quizzes and a review of the work produced. The outcome of this process will inform next steps and the direction in which the lesson will continue, or change, to ensure all children and young people are making progress at a reasonable pace.

Rigorous systems are in place to track progress and assessment. These are monitored and reviewed regularly; the outcome of this process informs next steps for school improvement. Regular Internal Management Boards and Governors' meetings are held in order to quality assure our provision, to ensure it is fit for purpose and accessible to all children and young people, allowing them to flourish.

The following assessment tools are used throughout each curriculum model dependent on stage.

- Evidence for Learning
- Arbor
- Regular observations
- Photographic and worksheet type evidence
- VB-MAPP
- The Engagement Scale
- Spingo language level app
- Autism Education Trust assessment framework
- EHCP step targets
- Attention Autism trackers
- White Rose Maths assessments
- Read Write Ink
- Snap Science Assessments
- Kerboodle assessments
- PSHE association assessment framework
- SATs
- End of term assessments through the individual schemes of work
- Mock exams

### **How do we support children and young people moving between different phases of education?**

All children and young people take part in transition at the relevant stage in their education. Hollinwood Academy provides a transition package for children and young people, including:

- Open days and open evenings to support transition
- Transition evenings, which consist of information sharing and question and answer sessions with the head teacher and other relevant staff

Other forms of communication to support children and young people moving between different phases of their education include:



- Moving On booklet
- Options booklet
- Home visits
- Careers advisor support
- Virtual tour
- Website information

## How do we support children and young people preparing for adulthood?

As part of the New Bridge Group Multi Academy Trust, we share our school's mission statement...

***“Learning together, learning for all, learning for life...”***

with the MAT and this is at the heart of everything we do. It is our belief that all children and young people, whatever their background or ability, will achieve their full potential and become valued and participating members of our community.

We provide an inclusive learning environment offering a unique, creative curriculum that focuses on outcomes and destinations, supporting young people into adulthood with consistently high expectations. This includes skills for independent living, community access, social inclusion, employability and preparation for higher and further education. We aim to develop resilience, determination and strength of character.

With high expectations for all of our children and young people, appropriate pathways are identified early to support children and young people achieve their full potential and reach their desired destinations, such as:

- Being independent
- Accessing further education – college/university
- Working with support in the community
- Volunteering in the community
- Playing a part in the community
- Taking control
- Taking part

Being a part of a Multi Academy Trust enables us to collaborate closely and develop bonds with other service providers around the trust. This has been essential in organising internships that are pertinent, demanding, and aspirational for our young people. Aspirations are still being raised and encouraged. The idea of lifelong learning is supported by all staff and the idea that everyone should have access to education, regardless of circumstance.

At Hollinwood Academy, we strive to concentrate on four major life goals that are essential to ensuring students are prepared for adulthood.

- Employment
- Good health
- Independent living,
- Friends, relationships and community inclusion



We hope that each student, as they reach their aspirational destination will have the concrete knowledge and skills in the four outcome areas to support them to thrive in their adult life.

### **Employment**

We aim to provide our young people with clear, evidence based employment pathways with opportunities for volunteering.

We give our pupils the guidance and knowledge around post 16 careers and employment to help them with their decision making.

Hollinwood Academy aims to follow the eight Gatsby benchmarks.

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

### **Employment – Primary**

The primary curriculum is delivered through HRE using Kapow and the PSHRE Association resources.

### **Employment – KS3**

The curriculum is delivered through RSE and EHCP intervention lessons.

### **Employment – KS4**

The curriculum is delivered through ~~prepa~~ employability, EHCP intervention and RSE lessons. All lessons are differentiated depending on ability and final destination outcomes.

### **Careers**

As per our careers policy, children and young people are encouraged to take an active role in their own career development. Our school website shares further information on careers. We have set up a virtual careers' library for all to access and this is updated each half term.

Vicky McManus, who is Hollinwood Academy's designated careers advisor meets with students every Thursday to give regular careers advice. Students start to meet with Vicky from year 9 onwards.

### **Work Experience**

As a part of the employability curriculum, students are given the opportunity to participate in work experience.

### **College visits to support transition**

As KS4 students prepare to leave Hollinwood Academy, students visit colleges within and outside the MAT with the support from the staffing and pastoral team. Catherine Watson liaises with students, families, staff and colleges to ensure the best destination for all.



## **LiFE Qualification**

In recent years, the LiFE qualification has proved successful with the learners at Hollinwood Academy, and ensures that students are given the opportunity to learn about: Personal Finances, Money Management, their Future, and their Career.

## **Independent Living**

### **Independent Living – Outdoor Education**

At Hollinwood Academy we understand the importance of community access and ensure that all students, no matter their individual pathway, have the opportunity, confidence and appropriate support to access their local community safely within our exciting Outdoor Education curriculum offer. Students have the opportunity to access their local community on a weekly basis.

### **Independent Living – Food Technology**

Food technology is taught to secondary pupils. Key life skills are well understood by students, enabling them to be as autonomous as possible.

Skills include:

- Food Safety, where students learn about safe food preparation and storage, how to prevent pathogens from causing food poisoning by controlling temperature, and the advantages of microorganisms in food production.
- Dietary Choice, where students gain knowledge of the factors that influence their food choices. Learning about and comprehending dietary choices based on culture, religion, and morality. Gain a thorough understanding of both British and foreign cuisine.

### **Independent Living – School Excursions**

All students at Hollinwood Academy are encouraged to take part in school trips and are given the opportunity to do so. Disney Land Paris, DofE outings, farm visits, and reward trips are among the school excursions.

### **Independent Living – Access Arrangements**

All of the staff at Hollinwood Academy receives training on the many access options available to pupils. In order to accomplish their personal best in external exams and to remove any learning barriers, students will employ these access arrangements as their regular method of learning.

The following accommodations were made available during the 2021–2022 exams: 25% additional time, word processors, white noise, scribes, readers, prompts, and rest breaks.

### **Independent Living – Communication Strategies**

Apple has granted Hollinwood Academy Distinguished Status. Each student and member of staff has an iPad. The iPad's features help pupils overcome in-class communication and learning limitations.

## **Technology for Adulthood**

Technology can develop our students thinking skills and enable them to think creatively through encouraging research, independence and can peak their engagement. It can also develop our students reading skills by teaching them how to



skim read, scan information quickly and to retrieve information that they need. Technology can encourage engagement in preparing for adulthood as we can use the accessibility features of the iPads to encourage learners with a variety of additional needs to overcome their barriers to learning and this practice can be mirrored in other curriculum areas.

### **Friends, Relationships and Community Inclusion**

PSHRE and RSE are key priorities across our curriculum. We strive to support our children and young people to build knowledge and understanding through sequenced learning from EYFS to KS5. We are committed to providing our children and young people timetabled sessions so they can learn about issues such as consent, health and respectful relationships.

#### **Friends, Relationships and Community Inclusion– Primary**

Within EYFS, Key stage 1 and key stage 2 students develop their communication skills, independence, community knowledge and raise their confidence within the local environment.

Students have access to a range of schemes of work, no matter their ability, focusing on health and safety, public transport, community play, shopping, eating out and leisure.

Throughout their time at Hollinwood Academy it is great to see the impact that Outdoor Education has on student confidence and independence both at home, school and in the local environment.

#### **Friends, Relationships and Community Inclusion - Secondary**

Students within Key stage 3 and 4 continue to have the opportunity to access our Outdoor Education offer with a main focus of supporting student independence within their communities.

Students discover what it means to be safe in their local community and increase their danger awareness. Students have the opportunity to visit public transport links such as the local bus, train and tram stations. Our curriculum offer enables our learners to visit cafes, libraries, supermarkets, shopping centres and the market. We ensure to develop students map reading skills through orienteering which we hope can lead to the amazing Duke of Edinburgh award.

### **Good Health**

Students are provided with the guidance they need so they have the correct knowledge to manage their own health and wellbeing as they move onto adulthood.

Students are supported on an individual and personalised basis on achieving good health. Examples of support are:

- One to One counselling sessions with Adele
- Targeted one to one and small group intervention sessions from a trained and specialised team
- A designated school nurse
- A designated medical support assistant
- Dedicated Personal car assistants
- Dedicated team for transition meetings and EHCP review meeting
- Dedicated SEND operations manager to support with students and families



- Primary and secondary pastoral team that support individual students and families
- EHCP intervention sessions that support students personalised step targets
- External multi-agencies that work closely with our school
- We have 15 mental health first aiders to support, help and identify early help for students
- PSHRE and RSE curriculums to support with establishing positive relationships
- Outdoor Education to support with positive mental well-being
- Parent support groups to support with family life
- Hollinwood Academy is an Autism Education Trust partnership school with Oldham LA, hence supporting students with difficulties that can be associated with autism

### **How do we support children and young people with SEN to improve their emotional and social development?**

The wellbeing of our children and young people continues to be our priority. Our whole school approach is child centered and student voice is promoted and embraced. The following areas of support are key to the development of social, emotional, behavioural and mental health needs for all our children and young people:

- Robust pastoral team and system
- School council
- Recovery curriculum
- RSE, HRE, Preparing for adulthood
- sensory areas
- calm rooms/zones of regulation
- Yoga
- chatterbox letter box encouraging children and young people to share their worries
- mental health first aiders
- personalised interventions
- key workers
- allocated CBT therapist one day a week
- school counsellor one day a week
- HYM intervention
- Early help
- focused support from prevent
- mental health ambassadors

We celebrate and participate in national events such as time to talk, mental health awareness week and antibullying week. The impact is exceptional and success is identified across school and by key stakeholders.

We promote emotional and social development and positive mental health and wellbeing through our universal offer, ethos, culture, reasonable adjustments, interventions and accessible support for all children and young people. On a daily basis we provide a meet and greet, breakfast club and morning routine. We have developed and implemented practical, relevant and effective procedures, including



creating a safe environment and a carefully planned curriculum map to ensure opportunities are available to develop in the said areas both inside and outside the classroom.

Pastoral leads alongside our 15 mental health first aiders provide support and guidance to children and young people who present with barriers to learning, using the graduated response. This drives a holistic and unified approach, which ensures timely and appropriate assessment and intervention.

A graduated response leads to coordinated support.

### **What expertise and training do our staff have to support children and young people with SEN?**

All staff have an awareness and understanding of ASC and SCLN and in order to ensure staff are continually developing their knowledge and skills in these areas of expertise, and are able to competently support learners with ASC/SCLN, we work in partnership with highly skilled professionals and advisors who are readily available to support when required. Key professionals are scheduled to attend school to support individual staff members to improve practice in and out of the classroom. They share expert advice, recommendations, strategies and guidance via the following platforms: presentations, whole school training, class observations and feedback, one to one discussions, question and answer sessions.

Our Specialist Support Team are integral in supporting students and staff in specialist areas. The Specialist Support Lead effectively coordinates the team to provide support directly to individual children, young people and staff teams. The team also provide training to enable staff to develop their own knowledge and skills in specialist areas, with the goal of enabling all staff to gain the knowledge and expertise to provide specialist provision throughout the school.

#### **Individual and whole staff training include:**

- Safeguarding (KCSIE)
- Attention Autism
- Social Skills Groups
- Critical Communication skills training
- Colourful Semantics
- Health and safety
- Epilepsy awareness
- Rescue medication
- Moving and handling
- Team Teach
- Autism Awareness Training
- Autism, Learning Style & Impact of Visual Teaching Methods
- SCERTS
- Sensory Processing (Kim Griffin OT)
- Comic Strip Conversations
- Social Stories



- Sensory play
- Intensive Interaction
- Sherbourne
- Play Therapy
- Boardmaker (including interactive)
- AET
- Engagement Model
- Arbor and Evidence for Learning
- Phonics

At Hollinwood Academy we strive to develop staff professionally and personally. We have a dedicated training and development team (Everyone Learning) who help to organise and coordinate external training, and support staff to achieve successful outcomes in the following:

- Apprenticeships
- Degrees
- QTS/QTLS
- NPQML/SL/H

Non-teaching staff have regular probation meetings with an allocated probation manager to ensure they are receiving the support they need to be successful in their roles.

#### **How will we secure specialist expertise?**

In order to ensure staff are continually developing their knowledge and skills in these areas of expertise, and are able to competently support these learners, we work in partnership with highly skilled professionals and advisors who are readily available to support when required. External and internal professionals are scheduled to attend school to support individual staff members to improve practice in and out of the classroom. They offer expert advice, strategies and guidance via the following: presentations, whole school training, class observation and feedback, one to one discussions, question and answer sessions.

We have developed networks and positive working relationships with other special schools within the MAT and regularly share best practice and attend inhouse training to showcase what works well.

#### **How will we secure equipment and facilities to support children and young people with SEN?**

At Hollinwood Academy we regularly review and evaluate space and facilities to ensure we offer the best possible opportunities in a safe and secure learning environment. We have adapted the building to create more space. In response to a significant increase in admissions over the last 3 years, we had a two-floor extension providing 8 more classrooms in 2018. In September 2022, we have had a further 2



storey extension creating 2 classrooms, alongside a bespoke portacabin providing a further 2 classrooms. We are exploring options to create more outdoor spaces for secondary to access. The building is fully accessible to wheelchair users.

### **How do we involve other organisations in meeting the needs of children and young people with SEN and supporting their families?**

Hollinwood Academy is supported by the following key services:

- Governing body
- Oldham Local Authority
- Positive steps
- Children's Disability team
- Safeguarding team
- Speech and Language Therapists
- Occupational Therapists
- School Nurse
- Healthy Young Minds
- MHWB service
- Behaviour Analysts
- Educational Psychologists
- Careers advisors
- Transport

We endeavor to work together, with key services to ensure we provide the most effective and consistent support for children, young people and families. Some of the services listed above attend reviews and visit children and young people in school to monitor their progress/needs and to share information with the school.

Key professionals work closely with the Training and Development Team to provide appropriate training courses and drop-in sessions to develop staff knowledge of the services available and what they can offer. Parents/Carers are invited to sessions where appropriate.

### **How do we evaluate the effectiveness of our SEN provision?**

The effectiveness of our provision is evaluated and assessed through our Accountability data, and dashboard framework (ADDO). The framework provides a process of support and challenge and aims to monitor and scrutinise practice and celebrate success. The framework demands that data and evaluation reports are submitted to the board (CEO, Governors, trustees' and other key professionals) with a clear analysis and overview in relation to the following categories:

- School vision
- Leadership and Management



- Learning
- Impact/Attainment
- Cultural Capital
- Safeguarding
- Staff
- Stakeholders
- Compliance
- Sustainability
- Finance

Governors play an active role in challenging the school as a critical friend and Trustees ensure that actions and development plans are implemented and acted upon.

**How do we handle complaints from parents of children with SEN about provision made at the school?**

The complaints policy is available on the school's website.

**Who can young people and parents contact if they have concerns?**

Class teachers are the initial point of contact for children, young people and/or parents should they have any concerns. Alternatively, the following teams are available depending on the nature of concern.

- Pastoral team
- Curriculum leads
- Specialist Support team
- Senior curriculum advisor
- School counsellor
- Mental health first aiders
- SLT

**What support services are available to parents?**

There are a number of support services available to parents. These services are both internally and externally provided and include:

POINT (Parents of Oldham in Touch) <http://pointoldham.co.uk/> SENDIAS  
<http://iassoldham.co.uk/>

Positive Steps <https://www.positive-steps.org.uk/>

Healthy Young Minds

EAL

**Where can the LA's local offer be found? How have we contributed to it?**

We regularly update the local offer and work in partnership with the LA to ensure our offer is correct and up-to-date. A link to the local offer can be found on our website



<http://hollinwoodacademy.org/oldhams-local-offer/> or alternatively it can be viewed directly at [www.oldham.gov.uk](http://www.oldham.gov.uk)

