



**Hollywater
School**

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SEN LOCAL OFFER REPORT 2025-2026

Approved by: Signed by Chair of Governors: Stephen Prudence		Date: January 28th 2026
Signed by Headteacher: Sarah Kitching		
Last reviewed on:	June 14th 2023	
Review by (every 2 years):	January 2028	

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Website Address	http://www.hollywaterschool.co.uk
Short Headline	Community Special School
Overview of our Education Setting	Hollywater is a community Special School catering for pupils from Early Years to Post 16.
Type of education setting	4,5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18,19

Which of the following best describes your education setting?
Special, SLD, PMLD, CLD and PD, complex medical needs
What communication Methods are you experienced with?
Makaton, Augmentative and Alternative Communication, PECS, signs and symbols, ALD
What facilities does your education setting have?
Accessible toilets, accessible changing, secure environment, soft play, sensory room, immersive suite, sensory/occupational therapy room, wheelchair access, hydrotherapy pool, hoists, life skills room, an outdoor classroom and a forest school area.
Does your education setting provide any of the following?
Personal Care
Do you have experience of, or specialise in any of the following?
Special SLD, PMLD, CLD and PD, complex medical needs and Hampshire Hospital Trust Nurses
How does your education setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?
All pupils have Education, Health and Care Plans.

<p>How will the education setting staff support my child / young person?</p>
<p>The level of support needed will have been identified in a child's EHCP.</p>
<p>How is the decision made about what type and how much support my child / young person will receive?</p>
<p>The level of support is reviewed regularly through staff meetings and EHCP review meetings. Levels of support in classes are regularly reviewed to endeavour to match the needs of pupils. EHCP review meetings are used to update information relating to need and staff regularly meet to discuss individual pupils and support levels. Hollywater School has a ½ termly Multi-disciplinary Team meeting to triangulate therapeutic interventions for the NHS to School</p>
<p>What training are the staff supporting children and young people with SEN and Disabilities had or are having?</p>
<p>Teachers have training and expertise in SEN. They access continued professional development to support extending skills and knowledge to meet the needs of pupils.</p> <p>All pupils at Hollywater have an Education, Health and Care Plan (EHCP). This document has already identified the individual special needs of pupils; there is an annual review of the document to ensure the information is updated. The level of support is reviewed regularly through staff meetings and EHCP review meetings. Levels of support in classes are reviewed so they are matched to the needs of pupils.</p>
<p>How will the curriculum at your education setting be matched to my child / young person's needs?</p>
<p>Children are taught in whole class, small groups or on a 1:1 basis depending on the task or activity. Learning objectives are clearly identified in planning and the curriculum is differentiated to match the needs of pupils. Access to the curriculum is supported using visual aids, TEACCH strategies and the use of symbols from In Print, ALD boards and Makaton signing.</p> <p>Where required pupils have support from Therapists including Speech and Language Therapy, Physiotherapy, Occupational Therapy and Specialist teachers for both Hearing Impairment and Visual Impairment. Students have access to SALT and ELSA provision as identified by need.</p>
<p>How will both you and I know how my child / young person is doing and how will you help me to support my child / young person's learning?</p>
<p>Effectiveness of provision is evaluated through monitoring of pupil progress alongside the quality of teaching. Governors meet with the Head to review pupil data, curriculum design, behaviour, the use of pupil premium and to identify priorities for school development.</p> <p>Individual pupil learning journeys are discussed with parents during parent evenings. Pupil progress is also monitored through Earwig assessment frameworks, which record evidence of progress across the curriculum. Curriculum frameworks are available on the school website. Each pupil receives an end of year report in July. Annual reviews of pupils EHCP's are completed throughout the year.</p>

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

Staff work with Therapists to support the provision of appropriate programs that are in place for individual pupils. Pupils have access to ELSA support, a Mental Health worker and a Home Link Support as appropriate. The school has robust policies on safeguarding pupils. Personal care needs of pupils are met with our team of Bluebird Care staff and with our staff who are trained in moving and handling. The building is purpose built to meet the needs of pupils with complex physical needs. Behaviour is managed well, there is a school code of conduct and staff are trained in de-escalation and positive handling techniques using PRICE methodology.

What specialist services and expertise are available at or accessed by your education setting?

Staff work closely with other agencies such as therapists, social services, medical practitioners and specialist teachers to provide an appropriate level of support for individual pupils.

There is a full-time nurse on site. Staff are trained in the administration of emergency medication and some in First Aid. Pupils have access to ELSA support and Home Link Support as appropriate.

Support staff access a range of training including communication, pool safety, moving and handling, E-safety, child protection, safeguarding and supporting pupil learning and behaviour and Zones of Regulation. Some staff undergo specialised training in areas such as PECS, Attention Autism, Curiosity, Intensive interaction, TaSSELs Communication and Makaton.

Training needs are regularly reviewed.

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

At Hollywater pupils have the opportunity to access trips. There are a wide range of trips that are linked to termly planning alongside opportunities to participate in sports events and access local community facilities. There is a high level of differentiation in the types of activities on offer. Pupils have access to adapted minibuses.

How accessible is the education setting?

Hollywater is a purpose-built special school with full accessibility. It is equipped to meet the needs of pupils with physical disabilities. Equipment and aids are made available, where appropriate, for pupils to support access to the curriculum.

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

Pupils joining school have a transition program that includes visits to school with Parents and Carers and opportunities to join the new class group and to meet key staff. For Early Years pupils there is a comprehensive programme in place to ensure the smooth transition from Nursery to school setting.

A Transfer plan is identified for individual pupils based around their particular needs, this is recorded within their EHCP plans. At the end of each Key Stage, pupils and Parents are given a transition booklet providing them with information for the next stage of their education. From Year 9 the parents and pupils' thoughts are discussed at the EHCP review and recorded as part of the

preparation for adulthood. Key Stage 4 and 5 parents are invited to an annual 'Future' event to inform them of the process of transition and of different provision options at Post 16 and 19. Parents and pupils can also attend open events where local colleges and service providers give information about possible career pathways.

Staff work with parents and link agencies to identify support to enable a smooth transition at each stage of the pupil's progression through education and on leaving school. The Gatsby Benchmarks are embedded and assessed within our curriculum.

How are the education settings resources allocated and matched to children and young people's Special Educational Needs and disabilities?

Funding for pupils is based on their overall level of need. Resources are allocated to meet individual pupil needs as outlined in the EHCP. Additional funding is targeted to meet the needs of particular groups of pupils. Governors and the Headteacher work together to agree on the allocation of resources in line with the school development plan and allocated budget.

How are parents currently involved in your education setting? How can I be involved?

Parents are involved via the EHCP review process, and regular contact via email/home school link books or phone. Staff contact parents if they need to discuss particular issues. Parents are invited to call or email school to pass on information to class teams or to discuss any issues.

Parents are invited to school events such as Harvest and Easter celebrations, achievement celebration, sports day, open evening and parent's evenings. There are half termly parent newsletters which contain information about events that have taken place and dates for upcoming events.

The school also has a PTA Friends of Hollywater which actively encourages parents to get involved in the life of the school.

Who can I contact for further information?

For more information please contact the school office on 01420 474396 or email adminoffice@hollywater.hants.sch.uk

Other contact details are on the school website. www.hollywaterschool.co.uk