



HILLSIDE ACADEMY

SEN INFORMATION REPORT

September 2016

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

In accordance with the SEN Code of Practice (2014):

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.’

WHAT ARE THE AIMS OF OUR PROVISION?

At Hillside Academy, we provide additional provision for SEN pupils in the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

WHAT SHOULD A PARENT DO IF THEY THINK THEIR CHILD HAS SEN? (THE NAME AND CONTACT DETAILS OF THE SENCO AND FURTHER CONTACTS WHERE PARENTS / CARERS MAY HAVE CONCERNS:

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs / Disabilities Co-ordinator, (SENCO) know as necessary
- Writing Support Plans and sharing and reviewing these with parents at least three times a year
- Personalised teaching and learning for your child as identified on the school's provision map
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN

The SENCO / Inclusion Leader: Mrs F. Stanley

Developing and reviewing the school's SEN and Inclusions policies

- Co-ordinating all the support for children with special educational needs or disabilities
- Ensuring that parents are
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology Service
- Updating the school's SEN register, provision maps and making sure that records of your child's progress and needs are kept

- Providing specialist support for the teachers and support staff so that they can help children with SEN in the school to achieve the best progress possible

The Parent Support Advisor (PSA): Miss S. Bell

Responsible for supporting parents of children with additional needs. The PSA will:

- Liaise with outside agencies that can provide additional support for parents e.g. School Nurse
- Attend meetings with parents
- Signpost parents to supports agencies and training opportunities

The Principal: Miss M. Walton

Responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEN. The Principal will:

- Give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met
- Ensure that the Governing Body is kept up to date about issues relating to SEN

The SEN Governor: Drew Oxley (Chair of Governors)

Responsible for making sure that the necessary support is given for any child with SEND who attends school

If parents have concerns about their child's progress, they should speak to the child's class teacher initially. If concerns continue, **Mrs Stanley** is the school's Inclusion Leader. She can be contacted on the school number (01709) 862640 or parents may speak to her most evenings after school.

In the event that you continue to have concerns, please contact the Principal. The school SEN Governor can also be contacted for support.

HOW DOES THE SCHOOL IDENTIFY SPECIAL EDUCATIONAL NEEDS ON A DAY-TO-DAY BASIS?

- SEND Code of Practice
- Special Educational Needs Policy
- National Curriculum
- Accessibility Plan
- Behaviour Policy
- Combating Bullying Policy

HOW ARE PARENTS/CARERS INVOLVED IN THE SCHOOL? ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEN AND INVOLVING THEM IN THEIR CHILD'S EDUCATION:

Partnership with parents is a fundamental part of our SEN practice. Parents of SEN pupils will be kept informed at each stage of the process:

- Parents will always be consulted before their child is placed on the Special Educational Needs Register
- Parents of pupils with SEN will be invited to review SEN Support Plans with their child's class teacher at least three times a year
- Within each SEN Support Plan, suggestions of how parents can support their child to achieve targets will be included. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home
- For some pupils with SEN, parents will be invited to consult with external specialists, e.g. Educational Psychologists, in order to discuss and plan additional support for their child
- For some pupils with SEN, parents will be invited to annual review meetings, e.g. pupils with a Statement or an Education Health and Care Plan, to discuss their child's progress with all professionals involved, including the Principal

- Schemes such as home/school diaries will sometimes be used with parental support

WHAT ARRANGEMENTS DOES THE SCHOOL MAKE FOR CONSULTING AND INVOLVING CHILDREN AND YOUNG PEOPLE IN THEIR EDUCATION?

Pupils at Hillside Academy are listened to and their views are valued.

- Children will participate in all decision-making processes, target setting and contribute to reviewing their SEN Support Plans by making a personal comment on their own progress. As a result, children feel confident that they are being listened to and that their views are valued
- Where appropriate, pupils with Statements of Education, Health and Care Plans will be given the opportunity to attend all or part of annual review meetings

HOW WILL THE SCHOOL AND PARENTS / CARERS KNOW HOW MY CHILD IS DOING?

ARRANGEMENTS FOR ASSESSING AND REVIEWING CHILDREN AND YOUNG PEOPLE'S PROGRESS TOWARDS OUTCOMES, INCLUDING THE OPPORTUNITIES AVAILABLE TO WORK WITH PARENTS AND YOUNG PEOPLE AS PART OF THIS ASSESSMENT AND REVIEW:

- SEN Support Plans for pupils with SEN will be reviewed at least three times a year, in line with assessment point throughout the academic year
- Class teachers will use assessment data to inform targets on SEN Support Plans

- The SENCO will monitor SEN Support Plans and report to the Senior Leadership Team on the following:
 - Progress made towards targets
 - Progress and attainment of SEN pupils in Maths, Reading and Writing at each assessment point throughout the school year
- Parents of pupils with SEN will be invited to review SEN Support Plans with their child's class teacher at least three times a year
- SENCO, parents and external specialists will collaborate to 'Plan, Do and Review' SEN support for individual pupils as stipulated in the SEN Code of Practice

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL, TRANSFER TO A NEW SCHOOL OR THE NEXT STAGE OF THEIR EDUCATION AND LIFE?

Transition arrangements will be put in place to ensure effective transition between each phase of education:

- **Early Years Transitions** – Foundation Stage staff visit families in the home setting prior to children entering out Nursery. They make a note of any concerns and inform the Inclusion Leader, contacting the Health Visitor if necessary.
- **Annual Transition Meetings** – current class teachers will meet to share information regarding pupils with SEN with the child's next class teacher. Information will then be passed on to SEN support staff in order to ensure all professionals involved are aware of SEN pupil's individual needs
- **Moving Schools** - If a SEN pupil is moving to another school the SENCO will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made. All records about SEN pupils will be passed on as soon as possible
- **Secondary School Transition Meetings** – pupils with SEN will be discussed with appropriate members of secondary school staff, e.g. form tutor and

SENCO, to ensure they are aware of individual pupil's needs prior to transition. Records, including Individual Education Plans, will be passed on to secondary schools as soon as possible

- **Annual Review Meetings** – when a pupil with a Statement of Education Health and Care Plan is in Year 6, the SENCO from the secondary school will be invited to attend the annual review meeting in order to effectively plan transition and future SEN support
- **Individual Transition Programmes** – for some pupils with SEN, school will devise a specific transition programme. This may include:
 - **Transition Visits** – When a SEN pupil is transferring from another setting/school to Hillside Academy, additional visits may be set up to familiarise the pupil with routines and key people at our school
 - Additional transition visits may be arranged for Year 6 SEN pupils to secondary schools at different times of the day e.g. lunch and after school
 - The SENCO may liaise with SEN Team specialists to arrange 'Road Safety Training' for Year 6 pupils with SEN in order to prepare and familiarise them with the route they will walk to school where appropriate
 - **Use of Social Stories** – when pupils are approaching a transition between phases, social stories may be created to support pupils with SEN, e.g. photographs of people, classroom features will be used to create a social story that the children can use in school and at home in order to prepare for a transition

HOW WILL THE SCHOOL SUPPORT MY CHILD?

- Class teachers will plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met and that there are no barriers to every pupil achieving
- Specific resources and strategies will be used to support children with SEN individually and in groups

- Planning and teaching will be adapted, on a daily basis if needed, to meet children's needs
- Learning Support Assistants are used effectively to support children with SEN and specific resources and strategies are also used whenever necessary
- Homework will be adjusted as needed to meet children's individual requirements
- Pre-Learning tasks are undertaken and all pupils access interventions to boost and secure attainment when appropriate.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and for these pupils' Individual Access Plans will be created by the SENCO outlining the child's specific needs. Individual Access Plans are agreed and reviewed regularly by class teachers, teaching assistants and parents in order to ensure the child's needs are being met. The SENCO and members of the Senior Leadership team regularly monitor that Access Plans are being put into place effectively.

WHAT EXPERTISE IS AVAILABLE AT THE SCHOOL AND WHAT TRAINING HAVE STAFF HAD?

Training undertaken by the school's Learning Support Assistants includes:

- Time to Talk (ASCETS Team)
- Cygnet Training (ASCETS Team)
- Using Social Stories (ASCETS Team)
- Precision Teaching (Educational Psychologist)
- Solihull Parenting
- Early/Additional/Further Literacy Support
- Springboard Maths
- Digismart
- Catch Up Reading
- EALIP (EMTAS)
- Team Teach
- First Aid

WHAT SPECIALIST SERVICES ARE ACCESSED BY THE SCHOOL?

The Inclusion Leader liaises with a range of external agencies in order to support pupils with SEN, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- ASCETS Team
- Outreach Support from a local Special School

EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN AND YOUNG PEOPLE WITH SEN

The effectiveness and appropriateness of the SEN provision will be continuously monitored by the SENCO in conjunction with the Principal and Governor with Inclusion responsibility. The school will continuously monitor and evaluate the working of the SEN provision, gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- Termly updates to the Intervention Map and Provision Map which are drawn up at the beginning of each school year
- The 'Value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents of pupils with SEN
- The impact of the statutory process on pupil progress
- The amount of progress made by pupils with SEN is recorded and evaluated in line with school assessments
- The success of involvement of outside agencies
- The success of liaison with other schools

This information will then be used to evaluate how successful SEN provision has been and to set an agenda for further developments which will be included in the School Improvement Plan.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?

There are several arrangements and interventions in place in order to support the emotional and social development of pupils with SEN. These include:

- 'SEAL' lessons which all pupils participate in to develop their social skills
- 'Time to Talk' sessions for younger pupils with SEN
- 'Circle of Friends' group is established and lead by a Learning Support Assistant
- 'Playground Leaders' – the oldest pupils act as 'buddies' to our younger children, ensuring that they have someone to talk to and encouraging new friendships
- 'Lunchtime Leaders' – work in a similar way as per 'Playground Leaders'

HOW DOES THE SCHOOL INVOLVE OTHER BODIES AND ORGANISATIONS IN MEETING THE NEEDS OF CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND IN SUPPORTING THEIR FAMILIES?

- Information regarding support services is shared via our school notice board, located by the main entrance
- Leaflets and fliers are made available to parents in the main entrance

HOW ARE COMPLAINTS DEALT WITH CONCERNING SEN PROVISION AT THE SCHOOL?

Any complaints from parents of pupils with SEN are dealt with through our complaints procedure, available on our school's website.

WHERE CAN I FIND DETAILS ABOUT THE LOCAL AUTHORITY'S LOCAL OFFERS?

The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people and Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Information regarding the Local Authority's Local Offer can be found by opening the following hyperlink:

<http://www.doncasterchildrenandfamilies.info/disabilities.html>