**ANNUAL REVIEW**

**SEND Information Report 2021-2022**

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction 2. Cognition and Learning

3. Social, Emotional and Mental Health difficulties 4. Sensory and/or Physical Needs

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

• Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities

• The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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| **General School Details:** | | | |
| School Name: | Hill View Primary | | |
| School website address: | [www.hillview.halton.sch.uk](http://www.hillview.halton.sch.uk) | | |
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| Type of school: | Primary | | |
| Description of school: | Community | | |
| Does our school have resource base? Yes or No  If Yes please provide a brief description. | No | | |
| Number on roll: | 199 | | |
| % of children at the school with SEND: | 15% | | |
| Date of last Ofsted: | 26.6.2018 | | |
| Awards that the school holds: | Healthy Schools  Arts Mark Silver  Stonewall Champions  Global School Alliance Member  Music Mark | | |
| The arrangements for the admission of disabled pupils | Admissions authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies around school uniform or  school trips do not discourage parents from applying for a place for their child.  Details of Halton’s admission arrangements can be found at:  [www.halton.gov.uk/schooladmissions](http://www.halton.gov.uk/schooladmissions) | | |
| Accessibility information about the school: | The school is wheel chair accessible with two disabled toilets. All equipment can be and will be adapted to suit the needs of the children as and when required. | | |
| Please provide a web link to your school’s Accessibility Strategy | Available on the school website  [www.hillview.halton.sch.uk](http://www.hillview.halton.sch.uk) | | |
| Expertise and training of school based staff about SEND. (CPD details)  Please comment specifically in relation to autism and include dates. | All staff have relevant training, and training is provided here necessary. | | |
| Documentation available: | Are the following documents available on the schools website?  If yes please insert the link to the documents page. | SEND Policy | Yes |
| Safeguarding Policy | Yes |
| Behaviour Policy | Yes |
| Equality and Diversity | Yes |
| Pupil Premium Information | Yes |
| Complaints procedure | Yes |

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| **Range of Provision and inclusion information:** | |
| How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them. | At Hill View Primary School children are identified as having SEN through a variety of ways including the following:  - • Liaison with Nursery / previous school  • Children performing below age related expectations  • Concerns raised by Parents  • Concerns raised by teacher for example behaviour or self-esteem is affecting performance • Liaison with external agencies i.e. Education Psychologist  • Health diagnosis through paediatrician Parents are contacted regularly.  Parents and pupils are involved in regular planning meeting for the identified children. Here, learning plans are designed and reviewed, plan-do-review meetings are organised. All involved are encouraged to voice their opinions and views and these are captured in the regular meetings |
| What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations. | As a school we work closely with any external agencies that we feel are relevant to individual children’s needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, paediatricians, speech and language therapists; social services including – Locality Teams, social workers and Educational Psychologists |
| How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc. | All equipment, resources and facilities are wheelchair accessible. ICT resources are moveable and are taken to and from the classroom. Resources are managed by subject leaders who liaise with the Inclusion Manager regarding adaptations or further resources required to meet individual needs. |
| What strategies/programmes/resources are used to support pupils with autism and social communication difficulties? | Link meetings are regularly held with Speech and Language and staff are trained in the delivery of specific programmes. School will seek further information or outreach facilities where necessary. School has purchased a range of resources to meet individual needs. |
| What strategies/programmes/resources are available to speech and language difficulties? | Link meetings are regularly held with Speech and Language and staff are trained in the delivery of specific programmes. School has purchased a range of resources to meet individual needs. |
| Strategies to support the development of literacy (reading /writing). | All classes have a daily literacy lesson that incorporates work on grammar, punctuation and spelling. There is a strong focus on phonics for EYFS and KS1 classes and any children who may still need this. Phonics teaching sessions are taught using the RWInc programme, with small groups or individuals receiving additional phonics intervention when required. Children are also part of a guided reading group session at least once a week. Class teachers manage their time, and the time of teaching assistants to deliver interventions when needed. |
| Strategies to support the development of numeracy. | All classes have daily maths lessons. The focus is on calculations, fluency and reasoning skills. The curriculum develops fluency, accuracy and reasoning both in maths lessons and across the curriculum. Class teachers manage their time, and the time of teaching assistants to deliver interventions when needed. |
| How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access. | The priority at Hill View is quality first teaching for all pupils regardless of ability or need. Class teachers differentiate work appropriately and will arrange for intervention for individuals or groups to be delivered by themselves, or the class teaching assistant. Additional intervention is arranged by the Inclusion manager with the involvement of outside agencies or following programmes familiar to school. Children with a SEND plan will have the curriculum adapted according to their need. WE also have an emphasis on emotional well-being and deliver programmes to develop this. |
| How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers).  What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness. | All children are assessed termly, and phonics is assessed half termly. Individual pupils and vulnerable groups are discussed at pupil progress meetings with the head teacher and inclusion manager. Interventions are regularly reviewed. Children with a SEND Support plan will have specific targets that are discussed with parents at parents’ meetings. When is becomes apparent that school based interventions are not sufficient to meet the needs of an individual, then the inclusion manager will refer to outside agencies for further intervention or assessment. |
| Strategies/support to develop independent learning. | Hill View school plans and enquiry based curriculum, the design of the curriculum and the way the activities are delivered encourage independent learning. Hill View School is committed to developing learners’ resilience to further develop independent learning. |
| Support /supervision at unstructured times of the day including personal care arrangements. | Hill View school meets all requirements for supervision at unstructured times of the day. Where personal care is required, school staff follow the guidelines in the Working Together to Safeguard Pupils’ document. |
| Extended school provision available; before and after school, holidays etc. | The school does not provide before and after school care, however there is an independent provider on site. |
| How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND? | Children are supported in activities outside the classroom by ensuring there are enough adults to supervise trips, etc. Children are prepared for activities through curriculum activates, especially work on mindfulness. |
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| Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring. | Specific work undertaken around emotional well – being including access to a Drama Therapist. A robust anti-bullying policy and ethos through school. |
| What strategies can be put in place to support behaviour management? | School employs a positive behaviour system encouraging good behaviour from all pupils. However, if the need arises, staff will write individual behaviour plans; individual timetables and will employ individual work stations. Parents are kept fully informed when these strategies are required. |
| How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*. | At Hill View we have a good transition package for the children as they enter EYFS. The EYFS Teacher meets with parents and then visits pupils in their pre-school settings; liaising closely with the staff there. Where required a transitional plan will be put in place. AS children leave Hill View we liaise closely with the range of secondary schools that our pupils transfer to. The Year 6 teacher and the inclusion manager will pass relevant details to the secondary school and will arrange additional transition activities if required. |
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| Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs. | Referrals made to outside agencies where appropriate. Or in some instances, another professional may already be involved with a child. The support plans are shared with school and these are implemented with staff trained appropriately. Other agencies may provide reports / programmes to follow. This includes recommendations from an  Educational Psychologist. |
| Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education. | Children’s views are captured regularly through ‘wishes and feelings work’ and through well-being journals. Parents are invited to attend parents’ meetings to discuss targets and progress. Where appropriate parents are signposted to other agencies or support groups. |
| How additional funding for SEND is used within the school with individual pupils. | Funding is used mainly to ensure support staff are deployed to meet the needs of individuals or groups. In addition: staff training to meet the children’s needs; purchasing resources. |
| Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school. | See school website for Pupil Premium funding. |
| **Inclusion Manager name/contact: Clare Oakes** | |
| **Headteacher name/contact: Richard Jackson** | |
| **ANNUAL REVIEW 2022-2023**  **Completed by:\_\_Clare Oakes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_20/10/21** | |

Appendix A:

**SEND Broad Areas of Need**

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| **Communication and Interaction** | |
| **6.28** | Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. |
| **6.29** | Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. |

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| **Cognition and Learning** | |
| **6.30** | Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. |
| **6.31** | Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |

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| **Social, Emotional and Mental Health difficulties** | |
| **6.32** | Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. |

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| **Sensory and/or Physical Needs** | |
| **6.34** | Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). |
| **6.35** | Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. |