

HILLSIDE PRIMARY SEND REPORT 2024 - 2025



All schools need to provide a Special Educational Needs and Disabilities (SEND) Information Report and a school offer. The school offer is part of the wider Local Authority Offer, and is based on the requirement for all schools to outline the support available to children with SEND. The school offer is available on the website and the local offer can be accessed by the following website.

https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page:jsessionId=6AB8AFEF138F299F2D4B_D13A5FA48186?localofferchannelnew=0

How accessible is the school for my child?

The school is a 2/3 form entry school. This academic year there are 3 classes in year 4 and 2 classes in all other year groups. The nursery is open for 1 nursery class each morning and 1 nursery class each afternoon.

The published admission number (PAN) in year 4 is 90. The PAN in years R, years 1, 2, 3, 5 and 6 is 60.

The school is set over two floors, with two staircases. There are internal steps from the reception classroom. There is access for wheelchairs to the ground floor and appropriate toilets should they be needed.

The school has interactive television screens in every classroom and there is access to chrome books for all children. Additional visual materials are used to support the development of communication skills and school staff liaise with specialist professionals to implement specialist systems such as PECS (Picture Exchange System).

The school provides has 3 Emotional Literacy Support Assistants (ELSA), who support pupils social and emotional development through emotional wellbeing activities. This provision supports the pupils who demonstrate, social, emotional and

mental health needs. The school has completed Trauma Informed Training and 3 members of staff have completed the Trauma and Mental Health Diploma.

The school provides a nurture group which provides short term intervention where children are supported emotionally, given opportunities to develop social and emotional skills, resilience, self-confidence and self-esteem. The group follows the 6 principles of nurture in its approach and provides a nurturing environment for children to take risks in learning whilst celebrating pupil's personal achievements. The SENDCO and 2 teaching assistants have completed Nurture training.

The school has access to a Speech and Language Therapist for 1 day per week and **one ELKAN trained Teaching Assistant for 5 days per week**. The school has three teaching assistants who are able to provide WELLCOMM interventions for pupils.

At Hillside Primary School we welcome everybody into our community. The staff, governors, pupils and parents work together to make Hillside Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

We are committed to narrowing the possible attainment gap between pupils with special educational needs and pupils who do not have special educational needs. This may include short term intervention learning programs, before and after school skills groups and other learning.

Interventions developed to personalise learning. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Hillside Primary School please contact us on 01473

601402 or email us at sendforparents@hillsideprimary.co.uk

What kinds of special educational needs do we provide for at our school?

We refer to the term 'special educational needs' if a child:

- Has greater difficulty in learning than the majority of children.
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided.

The difficulty or disability may relate to the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional health
- Physical and Sensory

Below is more information about the areas of special educational needs.

The aim is that this provides examples and further information and cannot be read as an exhaustive list.

Communication and Interaction

Communication and interaction may include the following: autistic spectrum condition, speech and language difficulties and selective mutism.

Cognition and Learning

Cognition and learning difficulties may include the following: moderate learning difficulties, general learning difficulties or specific learning difficulties such as dyslexia or dyscalculia.

Social, Mental and Emotional Health

Social, emotional and mental health needs may include attention deficit hyperactivity disorder (**ADHD**), attention and concentration difficulties, anxiety and depression.

Physical and Sensory

Physical and sensory needs may include hearing impairments, sensory processing difficulties and mobility difficulties.

What are our school's policies on the identification and assessment of children with SEN?

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of assessment and intervention to help children make progress successfully access the curriculum. It recognizes that there is a continuum of special educational needs and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their attainment and progress across all areas of learning. A rigorous assessment system is used to track children's attainment and this is updated every term. This system and assessment for learning allow staff to identify children who may not be making the expected progress.

If a teacher has concerns, a referral will be made to the SENDCO. Should parents have any concerns, they should speak with their child's class teacher in the first instance. When identifying a possible special educational need staff work together to look at information relating to the child's attainment and progress, patterns of behaviour and social interactions. Observations can be conducted by the Class Teacher, Teaching Assistants, the Inclusion Mentor and SENDCO. If deemed relevant, the SENDCO will seek further Assessments to be completed. These may include the following assessments:

- PHAB – Phonological Assessment Battery
- Sandwell Early Numeracy Assessment KS1
- Sandwell Early Numeracy Assessment KS2
- BPVS – British Picture Vocabulary Scale
- Strengths and Difficulties Questionnaire (SDQ)
- Renfrew Vocabulary Assessments
- Boxall Profile Assessment
- Read, Write Inc. Assessments
- WELLCOMM Assessments
- Salford Reading Age
- Helen Arkell: Spelling age assessment
- Rapid Assessment – dyslexia screener

In addition, we commission an independent speech and language therapy service known as Communicate. Currently, our external Speech and Language Therapist supports the school to identify the speech and language needs of our children using a range of socialised assessments.

Some pupils who have been identified as needing additional support with their speech, language and social communication skills received interventions using the WELLCOMM programme.

What are our school's policies on making provision for children with SEN, whether or not they have an education, health and care plan?

Class teachers have responsibility for enabling all pupils to learn. To achieve this, they; planwork appropriately; ensure access strategies are in place; differentiate make adaptations to the curriculum to take account of different levels of attainment, different learning styles, interests and abilities; monitor individual progress; celebrate achievement and set individual targets for all pupils.

Teachers write individual support plans (using the platform Provisionmap) for individual pupils who have special educational needs. These documents will include targets for individual pupils. Individual support plans are reviewed termly. Class teachers use the Assess, Plan, Do, Review cycle when writing SEND documentation for individual pupils.

Our inclusive approach to provision means that the majority of pupils have their needs met through quality first teaching that is adapted and accessible to the learner. On occasion, it may be necessary to provide further provision for an individual child. When further provision is put in place it is 'additional to' the quality first teaching already provided. Further provision may include: the use of different learning materials in the classroom, adjustment of routine or physical environment, the deployment of additional adults, focused small group provision, focused 1:1 provision, access to pastoral provision such as ELSA, Desty, nurture group and access to speech and language provision.

Additional Services

If an individual child demonstrates further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already in place, the school will engage with the relevant external services. This may include seeking advice from an Educational Psychologist, a Community Paediatrician, Health Visitors, Specialist Nurses, Occupational Therapists, NHS Speech and Language Services, Specialist Education Services, Pupil Referral Units, Specialist Teachers and Specialist Support Centres.

Permission will always be sought from parents before engaging with professionals from other agencies. Any referral for further advice will be discussed with the parent and the child.

Statutory Assessment: Education Health and Care

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already in place, a statutory assessment will be considered.

Statutory assessment is also now known as Education, Health and Care Needs Assessment (EHCNA). This is a detailed assessment of a child's educational needs, health needs and care needs and informs any support they may require.

If a statutory assessment/education health and care assessment (EHCNA) is required, the school in consultation with the child, parents and outside agencies will submit records for consideration by the Local Authority. The request is made to the local authority (Suffolk). The type of information that the local authority will need may include the following: information about the child's progress over time; documentation in relation to the child's special educational need; details of actions taken by the school to meet the child's special educational needs; particulars of any special resources or arrangements put in place; copies of individual support plans or provision maps; records of reviews; health reports; educational and other assessments; reports from other professionals. The view of the parents and child are sought.

The statutory assessment/education health and care assessment process is defined by a specific timescale and statutory procedures as stated in the SEN Code of

Practice 2014. Once the local authority receives the request for statutory assessment/education health and care plan assessment they have six weeks to decide whether they are going to conduct an education, health and care assessment. During these six weeks, a member of the Family Services Team, within the local authority, will work with the family to co-ordinate a person-centred meeting.

The purpose of the meeting is to review the child/young person's one-page profile and gather the family's views which will be added to the referral documentation. If an assessment is agreed, the local authority will write to the parent of the young person to inform them of the decision and to seek any further views. Advice will also be requested from all relevant agencies and practitioners. The process should not take more than 20 weeks.

Details of the timeline can be access here -

<https://www.suffolklocaloffer.org.uk/education/education-health-and-care-needs-assessments-and-plans/education-health-and-care-needs-assessments-ehcnas>

If an assessment is not agreed, the local authority will contact the parent or the young person to inform them of their decision and their right to mediation and/or appeal.

Statements and Education Health and Care Plans are reviewed annually and will include views of the parents and of the child. Parents have the right to request statutory assessment/education health and care plan assessment. To do this, they will need to contact the local authority.

What is our approach to teaching pupils with SEN?

All teachers are teachers of pupils with special educational needs and/or disabilities. All pupil lessons are planned by a qualified teacher who considers the needs of the pupils within their class. All staff who deliver lessons are aware of pupil needs and make adaptations as needed. Quality first teaching, high expectations and the provision of opportunities are an essential part of the school's approach to teaching pupils with a special educational need. It is the class teacher who has responsibility for enabling all pupils to learn. To achieve this, they:

- Plan appropriate work for all pupils.

- Ensure that all pupils are able to access the work through a range of access strategies. This includes quality first teaching and the deployment of Teaching Assistants.
- Make adaptations to the curriculum to take account of different attainment and progression levels, learning styles, interests and abilities.
- Monitor individual progress.
- Celebrate achievement
- Identify those children who require additional or different support in order to make progress.
- Set individual targets and discuss these with pupils and parents. These targets may form part of an individual support plan.

At Hillside, we aim to identify pupils with special educational needs and/or disabilities as early as possible. The class teacher may initially identify a pupil's need and they can either refer directly to the SENDCO or discuss the pupil's needs at a pupil progress meeting, or an achievement team meeting. Assessment may then include observation of the pupil in a range of situations, teacher assessment and observations and specific assessments as detailed in the previous section. Assessments and observations are discussed with the class teacher, parents and the pupils and if appropriate referrals can be made to external services.

How do we adapt the curriculum and learning environment?

The curriculum is scaffolded and adapted to meet the needs of all children. Adaptations may occur by grouping, content of the lesson, accessibility materials, teaching style, pace of the lesson, alternative methods of recording, access materials used, location of provision and deployment of **Teaching** Assistants. Training is ongoing to ensure that staff are able to support different needs.

What additional support for learning is available for children with a special educational need?

Currently there are 415 pupils on roll of which 65 are on the SEND register (8 pupils have EHCP's in place and 9 are currently in the process of EHCNA referrals as of the end of Autumn Term 1 2024.

There are 20 qualified teachers (including members of SLT) in the school and 24 members of learning based support staff.

Teaching Assistants have received training in completing the relevant assessments and recording of results/outcomes for pupils who have been referred/ on the SEND register. Training is provided to enable Teaching Assistants to deliver interventions as required.

Teachers contact the Special Education Services Team (SES) to discuss specific needs (whereby the individual is anonymized) in order to obtain further guidance in strategies to support a pupil. Following this, teachers will create/ update the pupil's individual support plan.

The whole school English intervention is Read, Write Inc. The whole school math intervention is PiXL therapies.

For pupils with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place. This may include making referrals to the School Nursing Team, Educational Psychologists, Occupational Therapists, Community Pediatrician (via GP), Speech and Language Therapists, Specialist Education Services, Neuro-Developmental Pathway, Emotional Wellbeing Hub and Communicate.

What skills do members of staff have to meet the needs of my child?

Hillside Primary is committed to ensuring that all children are educated by high quality, professional staff members who have the key skills and abilities to meet their needs.

- All class teachers are qualified teachers.
- HLTA qualified staff are available to cover and deliver lessons
- 3 Members of staff are ELSA trained.
- 3 Members of staff are Trauma Informed Practitioners.
- 3 Members of staff have completed Nurture Training.
- All members of staff are being trained on the Therapeutic Thinking Approach and this will be rolled out school- wide upon completion. Aspects are currently used with specific pupils to support them in being able to engage.
- Support is provided through Phase Leaders and Subject Specialists.

- The SENCO will complete the NPQSENCO award over the next 18 months.

How is behaviour managed?

We want all of our children to grow into responsible adults, who respect themselves and each other. The following values are set out by the school:

- Be brave
- Be kind
- Be safe

These values form the basis of the learning behaviours expected within the school.

Behaviour is managed through ensuring that a high quality of teaching is in place and staff actively seeking out opportunities to recognise positive behaviour. The behaviour policy is based on a relational approach with a focus on restorative practice.

We teach children about social and emotional aspects of development and we use a range of opportunities to do so, including the PSHE curriculum.

What support is available at less structured times (e.g. playtime and lunchtime)?

Children are able to access focused activities whilst on the playground, which are supported and led by an adult.

All extra-curricular activities are available to all children. These activities currently operate before and after school.

A residential visit is typically held as an enrichment opportunity for pupils in Year 6.

Each year group provides enrichment opportunities for all pupils during the school year which is linked to the national curriculum.

What are our arrangements for assessing and reviewing the progress of children with SEN?

Class Teachers set targets for pupils with special educational needs and these are recorded as part of an individual support plan, dependent on the pupils needs. Individual support plans are reviewed termly. Annual reviews are held annually for

children who have an Education, Health and Care Plan. A review can be called at an earlier stage if new concerns are raised. A range of assessments are used to ensure that a secure judgement is made in regard to the level that an individual pupil is working at. These include: summative assessments and formative assessments within class. Children are continually assessed and information is recorded and tracked every term.

How do we evaluate the effectiveness of provision for children with SEN?

Pupil progress within subjects is discussed within pupil progress meetings. This includes feedback from class teachers and support staff. This allows staff to identify limited progress at an early stage and make changes to the provision in place and, if appropriate, refer to other services for further support.

The class teachers have responsibility for writing individual support plans, wellbeing plans, 5As plans, risk assessments and therapeutic thinking plans and for implementing the appropriate provision. The SENDCO and SLT, phase and subject leaders will monitor the plans and provision in place and provide advice and offer support if changes to the plans are required.

A SEND audit is completed periodically, by external professionals and the Trust SEND team.

Arrangements for Consulting with Parents

Throughout the school year there are two parent evenings and an opportunity to meet with your child's class teacher at the end of the school year. Pupil progress reports are sent to parents twice a year.

There are two parents' evenings held each school year. These meetings are an opportunity to discuss general progress and their child's needs. More frequent meetings are arranged as required to discuss a pupil's individual support plan, wellbeing plan and risk assessment.

In most cases the meeting will be with the class teacher but in some cases the meeting will include the SENDCO. Parents will be provided with copies of individual support plans, wellbeing plans and risk assessments. Parents are also invited to annual review meetings if their child has an education, health and care plan. Where other professionals are involved parents may be invited to meetings more regularly to ensure that the provision is meeting the needs of the individual pupil and to support a consistent approach.

What if I think my child needs more help than the school can provide?

If you think that your child needs more help than the school can provide, there is the option of asking the local authority for an assessment to decide whether an Education, Health and Care Plan is needed. Having an EHC Plan, usually means that the child's needs are complex and likely to have a lifelong impact on their learning and development.

The school can also request this assessment. Your child's class teacher and the SENDCO will discuss this with you, if it is appropriate. More information on this process is available at the following website:

https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelne_w=1

How will the school fund the support needed for my child?

The school budget includes money for supporting children with SEND, although High Needs Funding (HNF) can be applied for. This is criteria led, and is only available for children with complex needs, who are likely to impact on their lifelong learning and development.

The school can apply for this funding each term, when additional needs are identified. Applications for high needs funding is not guaranteed and may be declined by the Local Authority.

Arrangements for Consulting with Children and Young People

Pupils views are sought within the classroom, when individual support plans are put in place and when they are reviewed, when EHCP are reviewed and throughout all teaching and

learning opportunities. When referrals to outside agencies are made, the child's views are sought and recorded. Pupils are invited to structured conversations and annual reviews as appropriate.

What support is offered to parents and carers?

Engagement with parents/carers is very important to us and we make use of a variety of strategies to do this, such as newsletters, website, parents' evenings, parent share

afternoons, parent governors, drop- in sessions/coffee mornings, school productions and text messaging services. You can also arrange meetings with your child's class teacher, and the SENDCO or inclusion team.

Further support and information is also available through Special Educational Needs and Disabilities Information, Advice and Support Services (SENDIASS). They can be contacted via the following website.

<https://suffolksendiass.co.uk/>

Complaints Procedures

The school's complaints policy is available on the school website, as below, and where a complaint is made in regard to special educational needs or disabilities this policy should be followed.