



Headteacher: Mrs G Delmonte

Hilldene Primary School

Special Educational Needs and Disabilities

Information Report

Under the Children and Families Bill 2014, schools are required to publish, and keep under review, information about services that they offer for children and young people with disabilities and Special Educational Needs aged 0-25. This is the School Information Report or 'School Offer'. The local authority publishes its Local Offer. The intention of this is to improve choice and transparency for families and can be found on the London Borough of Havering website: (<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>)

Hilldene Primary School is an inclusive school which offers a variety of provision to support children with a range of needs. The support offered to all of our pupils is designed to encourage increasing learning independence and resilience making use of a range of flexible resources which are regularly developed.

Specific support and expertise is available in the following areas:

- communication and interaction
- cognition and learning difficulties
- behaviour, social, mental and emotional health problems
- medical, sensory or physical needs.

The range of support deployed is tailored to individual need, following thorough assessment by internal and/or external agencies, taking into account parental views which are warmly welcomed.

The progress of all children is regularly monitored and evaluated in order to ensure that the support provided is as effective as possible. We aim to ensure that any barriers to equal access are removed or overcome.

The Hilldene Leadership Team for Inclusion

Mrs Caroline Deverill (Ast. Head Teacher)

Mrs Sue Consterdine (LAC co-ordinator)

Mrs Cath Cowpland (Speech & Language Teacher)

Mrs Lisa Webb (SENDCo)

Mr Robert Mansell (Deputy Headteacher, Medical/Health Plans, Behaviour)

Intervention - What provision is available before the £6000 higher needs threshold?

- All children have access to quality first teaching with activities and experiences being tailored to meet individual needs.
- We ensure that all staff know and understand the needs of all pupils and are provided with the support and training they need to meet them.
 - Learning Support Assistants (LSAs) provide support for teachers and groups of children in the classroom during daily Literacy and Mathematics lessons.
- Specialist equipment is available, such as writing slopes, pen grips, specialist writing tools and workstations as well as equipment to support children's physical needs.
- Children are selected to participate in a varied range of group, paired or individual intervention programmes reflecting the level of need of the child. These may take place on a weekly or daily basis as appropriate.

Examples of programmes are; Numicon, Colourful Semantics, Phonic support, Precision Teaching, Language Links, Speech Therapy.

- Class teachers follow the structure of 'Assess, Plan, Do, Review' in order to ensure that the impact of specific programmes on each child's progress is closely monitored.
- Impact and progress are also reviewed termly by the senior leadership team at Pupil Progress Meetings and also with the parents and carers of a child to ensure that the support and intervention provided is contributing to effective progress.
- These are funded from the School budget, SEN funding and Pupil Premium Grant (PPG)

Intervention - What provision is available beyond the £6000 higher needs threshold?

- Children with an EHCP will have provision in place according to their individual needs as set out in their plan.
- This provision ranges from child to child. Some examples of support programmes are detailed in the previous section.

What provision is available for children in care or with social care needs?

- School staff identify individual children to participate in 1:1 or small group tuition in order to develop confidence and ensure good progress. This additional tuition may take place during school time, where a child works individually with an adult for a set number of weeks on a very specific area of need such as phonics. It may also be before or after school, focusing on an area

of reading, writing or maths.

- Children who are in the care of the local authority (Looked After Children) or adopted are automatically entitled to tuition at some point in the academic year. Parents will be contacted to make the appropriate arrangements.
- LAC and children who are on the school's register of Child Protection (CP) are supported according to their individual needs. Funding from the LAC fund is used to support children both in school and to access after school clubs, if the child wishing to attend. LAC children's Personal Education Plans are reviewed every six months and the Child Protection officer monitors the progress of children on the CP register.

What resources are available for children with disabilities and/or medical needs?

- Our school has toilets with disabled access and changing facilities. In the junior building the disabled toilet has a hoist for children with physical needs.
- When necessary, health care professionals and therapists provide advice and guidance for specific children. They also provide training and advice for staff which may lead to the provision of a regular intervention or resource to support a child.
- The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists, in partnership with parents, in writing Health Care plans.
- We have a medical area for use by children and adults who are hurt or unwell. Medicines are stored safely in the school office and classrooms.
- A team of staff who are first aid trained are able to administer medicines to children as directed by parents and carers.
- Provision is funded by the school's budget unless specified in an Education Health Care plan or Statement.

What additional interventions are available to support behaviour?

- Play and lunchtimes are staffed to ensure safe adult: child ratios. A range of equipment is available and different activities are led by staff and a team of children's buddies. There are a team of Learning Mentors who work with children identified by school staff in order to address an area of need such as social skills, friendships or self-esteem.
- Workstations are offered to children who may benefit from working in a quiet environment.
- Outside agencies such as the Child and Adult Mental Health Service (CAMHS), Behaviour Support Team and the Educational Psychologist offer advice to adults, including parents, on how to best support a child.
- Motivational strategies are put in place in order for a child to succeed with their behaviour. Examples of these are in school behaviour books which are shown daily to a member of the leadership team, informal home school communication books between home and the class teacher and formal home school communication books which outline specific targets for home and school for the child to achieve.

Are there any specialist services offered at the school?

- We have a staff team of highly experienced and skilled people.
- Staff take part in continuing professional development in order to help them meet the needs of children with special needs.
- Our school has Home School Support Workers, Learning Mentors and an Attendance Mentor who are available to support all families including those of children with SEND
- We have a specialist Speech and Language teacher and team of two LSAs who work with children across the school to support any child who has a need in this area.
- We are able to support children with English as an Additional Language (EAL) in school.
- We enlist the support of various agencies including the Speech & Language Therapy Service, Educational Psychologists, Occupational Therapy, Physiotherapy, and health service.
- We use ICT Technology such as ipads and touch screens with specialist programmes such as cause and effect programmes, communication apps for pupils with specific speech and language needs, specialist designed programmes e.g. Communication in Print that creates and adapts curriculum materials for pupils who need symbols. Pupils also use iPads and laptop computers to support learning in areas of the curriculum.
- Our specialist services are funded by the school's budget unless specified in an Education Health Care Plan or Statement.

Can children with SEND access after school clubs and Educational Visits?

- All clubs and school visits are accessible to all pupils. School visits are discussed in consultation with the parents and carers and risk assessments are completed in order to identify potential risks and ensure that relevant control measures are put into place.
- Depending on individual need, parents may be asked to accompany their child on out of school visits.

How do we work with the families of children with SEND?

- Our Inclusion Team is available to talk with if there are any queries or concerns regarding support for your child.
- Our open door policy encourages the development of a working partnership with parents and carers. We ensure that review meetings are arranged at times which ensures that parents and carers are able to attend. We listen to what parents/ carers tell us about their children and use this information to make sure everyone who works with a child understands their needs.
- Annual reports and two parents' evenings per year provide formal opportunities to discuss each child's progress with the child's teacher(s). Informal opportunities are provided as needed.
- As previously stated, our school Home School Support Workers, Learning Mentors and Attendance Mentor are available to support all families including those of children with SEND.