



**Special Educational Needs and Disabilities
Information Report
Autumn 2021**

What is the SEND and Disabilities offer?

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
- behaviour, social, mental and emotional health
- 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 Alison Mckinnon (SENDCo)

Miss Catherine McCleallan (CLA co-ordinator & Medical/Health Plan)

Mrs Mary- Jane Goodwin (Speech & Language Teacher)

What is SEND?

A pupil is identified as SEND when their learning difficulty or disability requires provision that is additional to or different from that which is normally available to pupils of the same age.

What do I do if I think my child has SEND?

Information about SEND at Hilldene Primary School

If you have concerns about your child, talk to your child's teacher who will discuss your child's progress with you. They will then follow the correct assessment procedures, alongside the SENDCo.

How will the school know if my child requires additional support and what will they do about it?

If the class teacher feels that your child may have SEND they will follow the school's procedures. The class teacher may feel that your child has SEND for a variety of reasons and these would be discussed in a parent/ teacher meeting. Slow progress and low attainment are not the only indication that a child has SEN. At Hilldene Primary School we would consider the four categories of SEN, set out in the Special Educational Needs and Disability Code of Practice: 0-25, to measure the nature of your child's SEN.

What happens if my child is registered as having SEND?

First the class teacher, with input from the parent, pupil, SENDCo and any other outside agencies (if necessary) will create an Individual Education Plan (IEP).

The IEP will include a clear set of outcomes and success criteria. Once on the SEND register, the pupil will work under the 'Assess, Plan, Do, Review' strategy of support. This will mean that their progress is closely monitored.

It is hoped that, with targeted interventions and personalised learning, a pupil will make accelerated progress. However, in some circumstances, the school may feel it is necessary to apply for an Education Health Care Plan (EHCP). At this point, the SENCo would make an application for an EHCP, in consultation with the parent/ carer, if we felt that the pupil required additional support to that which can be provided through the school's current SEN funding; for example when a child requires 1:1 support.

How will the school assess my child's progress and how will they inform me about this?

Your child's progress will be discussed at Parent's' Evening Meetings which are held in October and March. In addition to this, as part of the 'Assess, Plan, Do, Review' strategy, the class teacher will meet with the parent/ carer and pupil termly

to review the outcomes set in the pupils' IEP. Depending on the outcome, the child will either: be set new outcomes, be removed from the register or recommend applying for an EHCP. If at any point before or after the termly review meeting, the parent/ carer or class teacher has concerns regarding the pupil then a meeting with the SENDCo will be arranged.

How will the curriculum be matched to my child's needs?

When a pupil has been identified with SEND the class teacher will use the IEP to differentiate lesson plans to meet the individual child's needs. Strategies will be used to remove barriers to learning and enable the child to access the curriculum more easily.

Specific intervention programmes such as Speech, Language and Communication, 1:1 tuition and personalised learning programmes are available to support individual needs. These interventions will be discussed with you and will be reviewed regularly to ascertain the effectiveness of the provision and to inform future planning.

If appropriate, specialist equipment may be given to the pupil to support their individual need.

What specialist provision is available for my child's SEN?

- 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.
 - Where appropriate, Learning Support Assistants (LSAs) provide support for teachers and groups of children in the classroom during daily English 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 'Assess, Plan, Do, Review' cycle 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)
- Children with an EHCP will have provision in place according to their individual needs as set out in their EHC 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.
- 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.

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 specialist health services.
- We use ICT Technology such as iPads and touch screens with specialist programmes such as 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.

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.

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

The school offers a range of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These include access to a Home-School Support Worker as well as access to outside agencies. Members of staff are readily available to pupils and parents to discuss issues and concerns.

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

On entry to the school parents/carers are invited to a meeting so that they know what to expect and are encouraged to discuss any concerns with the school.

Home visits are completed for all children in the EYFS. Where concerns are raised the school SENDCo may also visit the setting or a Person Centered Review Meeting may be held.

At the end of every academic year, the pupil's current class teacher will meet with the class teacher for the next year. In this meeting they will discuss the needs of the whole child, including discussion regarding their IEP.

For pupils in year six, the SENDCo will arrange to hold a Person Centred Review Meeting (PCRM). A PCRM provides an opportunity for the pupil to lead a meeting to answer any concerns they may have regarding secondary school.

How are the school's resources allocated and matched to children's special educational needs?

The SEN Budget is allocated each financial year and is used to provide additional support or resources dependant on individual needs. The level of support needed is individual to each child and is decided in consultation with the class teacher, SENDCo and Senior Leadership Team.

What can I do to find out more information?

To find out more information you can:

- Contact your child's class teacher
- Contact the school office for an appointment with the school SENDCo.