



HEARTS ACADEMY TRUST

SEN Information Report

School: Hilltop Infant School
Date published: December 2017

“At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning.”

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

We have a wonderful team of staff, active and informed governors and supportive families who all help the children to be safe and happy and to make exceptional progress. It is our aim to make sure that all members of our school community are supported and feel included and valued.

Our work with you and your child.

Special educational needs and provision can be considered as falling under four broad areas. From September 2014, these areas as defined in the revised SEN Code of Practice are to be referred to as:

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

Who are the best people to talk to in this school about my child's difficulties / Special Educational Needs (SEN)?

Executive head: Mrs Karen Mackenzie

Head of School: Mr Dan Chapman

He is responsible for:

- The management of all aspects of the school, this includes the support for children with SEN.
- Mr Chapman will give responsibility to the Senco and class teachers but is still responsible for ensuring that your child's needs are met.
- Ensuring the Local Advisory Board is kept up to date about any issues in the school relating to SEN.

Senco and Inclusion Manager: Mrs Hanli Bouwer

She is responsible for:

- Coordinating all the support for children with SEN to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are doing
 - part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc.
- Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are accurate records of your child's progress and needs.

- Providing specialist support for teachers and support staff in school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress.

Class Teachers

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (for example; targeted work, additional support) and letting the Senco know as necessary.
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's 'Teaching and Learning Policy' is followed in their classroom, and for all the pupils they teach with any SEN.

We all work together as a team to support every child in his/her learning journey. We seek advice when needed and undergo training to ensure we are up to date with information and changes.

Arrangements for Inclusion

The National Curriculum Inclusion statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils and offers 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.

We currently provide support to children for all areas of SEN.

Most children with SEN have their needs supported within the classroom, for example during Literacy or Maths and either through differentiation or with the use of specific resources and equipment. Other activities which require a quiet space or use of a specific area of the building occur outside of the classroom.

Outside Agencies:

- School Nurse
- Specialist Teachers
- Speech & Language Therapists
- Occupational Therapists
- Autism support workers

Hilltop Infant School offers an open door policy with our head teacher being available in the mornings or by appointment at other times. Similarly class teachers are available most days after school for casual conversation. Home school liaison books are in place for some children. The Senco is available Mondays, Tuesdays and Wednesday by appointment (or drop-in if available) via telephone or for face to face meetings. A School Counsellor is on-site one day per week. (Fridays)

k.westbrook@wickfordschools.co.uk

If, for any reason, parents have a complaint, they are welcome to contact Mr Chapman as Head of School. Meetings can be arranged via the school office and we welcome any feedback given by our parents.

Transition to and from Hilltop Infant school is a big step for any child. We aim to visit settings to meet new children and liaise with staff before a child transfers to us. We would also discuss any additional support with professionals working with the family and/or child. Our Open mornings give parents of new EYFS children the opportunity to visit the school and ask any questions they might have before they have to decide on a school for their child. We have a New Intake meeting for children starting in September. We also have settling in sessions where the children can meet their new teachers and friends.

When our Year 2 children transfer to a new setting at the end of Year 2, we provide as much support as needed. The Senco meets with the relevant staff to discuss any additional support needed. Head teachers also meet and we have a Year 2 meeting with Hilltop Junior School to give information about the transition. Pupils enjoy playtimes and lunch time at the Juniors during the summer term.

All children in Wickford are involved in a transition day at the beginning of July. This gives them the opportunity to meet their new teachers and enjoy a day in their new classrooms.

Identification and Assessment Procedures

Pupils are assessed upon entry to our school and then formally each half term to ensure they build on patterns of learning and experience already established during the child's pre-school years. When a child enters with an identified special need or disability this information is transferred from the agencies that have been involved and used to inform planning going forward.

This planning will consider:

- Starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the classroom setting
- Ensure ongoing monitoring through observation and assessment is carried out regularly.
- Provide feedback with regard to the child's achievements and experiences which will form the basis for further planning and next steps for the child's learning.

Our SEND Profile

Our SEND profile for our school for 2017-18 shows that currently 13.9% of our children are identified as having SEND as defined by those needing additional school intervention and support or require further support which involves outside professionals due to a high level of need. We have 7 pupils who have an EHCP and 1 child for whom we are currently receiving additional funding for.

The decision to add a pupil to our SEND register is made by following procedures suggested in the Essex Provision Guidance.

Area of need	Communication and interaction (Including Autistic Spectrum Disorder)	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
School Support	22 (3)	5	1	3
Education Health and Care Plan	12 (4)	0	0	2
Any other additional funding (including IPRA Funding)	1	0	0	0
Total	35	4	1	5

(Some children may have more than one area of need)

Support for learners with SEND at Hilltop Infant School

Every teacher is required to provide High Quality Teaching making '*reasonable adjustments*' within their classroom management and teaching in order for all pupils within their class to fully access learning.

Our staff will use a variety of strategies to adapt access to the curriculum, which may include use of:

- Visual Timetables
- I-Pads, lap tops, cameras, or other alternative recording devices
- Peer Buddy Systems
- Positive Reward Charts and Systems
- Small Group support
- Individual support
- Attendance to intervention such as Gym Trail
- Pre-teaching methods
- Using short booster sessions
- Variety of intervention programmes

Each learner is entitled to support that is additional to or different from mainstream differentiated curriculum if they have been identified as having a SEND. The intention of this additional or different support is to enable a student to access learning and overcome the barrier that has been identified.

Support given is detailed on the teachers planning and within the provision map completed and reviewed by the Senco on a half termly basis. Pupils with additional needs receive a personalised approach to learning with the relevant support and adjustments needed put in place to maximize a child's learning.

Children who are identified as having additional needs are monitored through the school's one planning process. This involves all professionals along, with parents and carers, meeting on a termly basis to review the child's learning and to set both short and long term outcomes for the child to achieve. The process aims to provide consistency and this 'team' approach ensure the best possible outcomes for the child, with the child at the centre of the process.

We consider the '*reasonable adjustments*' that may need to be made for the child to access the curriculum and make referrals to outside agencies to gain further support as needed. This process will feed into the application of an EHCP (Education Health Care Plan) should the child need additional funding in order for them to meet their set outcomes.

At Hilltop Infant School we follow the HEARTS Academy values which ensure all our pupils will:

- Feel secure knowing their contributions are valued
- Appreciate the differences they see in others
- Become responsible for their choices and actions
- Are able to participate safely in all activities
- Are taught in a way that they can experience success
- Are able to learn through a range of different learning styles
- Are challenged
- Are encouraged to participate in all aspects of the school community

Within HEARTS Academy we have three Directors of Learning who strive to provide consistency to learning throughout the academy. We also have four Lead Practitioners who work closely with our teachers advising planning and achievement for all our pupils.

Funding for SEND

The school's core funding is received annually from the Educational Funding Agency and includes a 'notional' amount for each pupil identified as having a Special Educational Need or Disability.

Outside Agencies

Hilltop Infant School works closely with many external agencies. This 'joined up' approach works extremely well for parents, teachers and children by promoting a coordinated way of supporting children with SEN. As a school, we will continue to work hard to ensure families are given the support they are entitled to from Social Care.

We have strong links with:

- Specialist Teacher Service Essex
- Early Years Specialist Teacher Team Essex
- School Nursing Service
- Occupational Therapy
- Children's Paediatric Service Great Oaks Clinic
- Speech and Language Therapy Service
- SENCO support network
- Health Visiting Team Wickford
- Essex Educational Psychology Service
- Nurture Group Network Services
- Children's Physiotherapy Service

At Hilltop Infant School...

- **We create a supporting and nurturing environment for all our children.**
- **We ensure that we have a safe and welcoming school to reduce anxiety**
- **We have good links with pre-schools and Hilltop Juniors**
- **We support smooth and positive transition periods**
- **Work closely with parents/carers and value their input**
- **We work hard to promote the well-being of all our children**
- **We provide carefully planned Intervention groups and support that targets each child's individual needs**
- **We have a dedicated staff that are always available for children and parents/carers**
- **We have successful links with outside agencies.**

If you have any questions:

Contact: Mrs H Bouwer

Senco and Inclusion Manager

Hilltop Infant School

Hill Avenue

SS11 8LT

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[\(Information regarding the Essex Local Offer can be found via this link\)](#)