

Hillocks Primary School

Local Offer

Reviewed: November 2016

Next review: November 2017

The school's SENCo is:

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SEN Provision

At Hillocks, we strive to offer a happy, safe, caring and secure school in a setting where teamwork, high standards of work and behaviour are the norm, effort is valued and where positive attitude to all school life is developed.

We will endeavour to provide a broad, balanced, relevant, differentiated and accessible curriculum for each pupil irrespective of their ability, race, gender, background or beliefs: in order to promote physical, intellectual, spiritual, moral, aesthetic and cultural development so as to prepare the children for citizenship.

We acknowledge the importance of strong links between school, home and community and we will continue to work on strengthening these connections.

Identifying pupils with SEND

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification

Hillocks Primary School Local Offer

of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Hillocks Primary School

Local Offer

Evaluating SEND provision

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Your children will be assessed carefully in order to have their needs met accurately. This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

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Our approach to teaching pupils with SEND

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Hillocks Primary School Local Offer

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The level of support each child receives

The type and amount of support is determined by the individual child's needs. Depending on the young person they will have a variety of support including inclusive first teaching, one to one support, small group activities which will all take place both in and out of the classroom. The whole school provision map and intervention files will monitor which interventions children have already taken part in to ensure that each child gets a breadth of learning and not the same intervention repeated year on year.

Children are supported no matter what from extra adult support on trips or one to one support provided during the day on residential. We can provide whatever support is needed to ensure every child can gain access to all provision whether that be in or out of the classroom.

We provide many different support strategies for children's well-being including:

- We have a trained play therapist who supports children when needed.
- We have a counsellor/behaviour therapist who works in school for one day a week supporting individuals.
- Think Children are a therapeutic service who provide support to children with SEBD. They work with children in school on a weekly basis.

Staff training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

Hillocks Primary School Local Offer

Annually the family SENCO group discuss and arrange appropriate whole family training. The school attends all appropriate Local Authority training.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Recent training has included:

- Dyslexia
- Autism
- PIVATs
- Numicon
- Working memory training
- Autism Friendly Classrooms

Specialist services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- North Ashfield Behaviour and Attendance Partnership
- Targeted Support
- Schools and Families Specialist Services
- Educational Psychologist
- Think Children
- Play Therapy
- Speech and Language
- PSED Team
- School Counsellor/behaviour therapist
- Sure Start
- Family Support Workers
- Early Help Team

Hillocks Primary School Local Offer

- Social Care
- Physical Disability Support Service

Equipment and facilities

The school has a range of specialist SEN facilities in place. These are:

- 4 fully accessible toilets, two with shower facilities and one with a changing bed.
- A sensory room
- Specialist seating and frames for children
- Application for additional time or adapted scripts for Y6 SATs
- School transport provided as necessary for pupils
- ICT equipment and programmes as appropriate
- Ramped entrances to all areas of school
- Staff who are appropriately training in moving and handling

Parent consultation

Hillocks Primary School believes that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through parent's evenings, Pupil Profile reviews, and annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor Matt Ellis may be contacted at any time in relation to SEN matters.

Hillocks Primary School

Local Offer

Consulting the child

The child will be aware of their individual Pupil Passport which will contain their personalised targets. Children will have these shared with them and will sign to say they agree to them and that they have understood them.

Parent concerns

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

The governing body

There is an appointed SEN governor who has close links with the SENCo and Head Teacher. They are fully aware of all organisations that are affiliated with the school and know how these people can meet the needs of individual children.

Additional support

Hillocks Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- North Ashfield Behaviour and Attendance Partnership
- Targeted Support
- Schools and Families Specialist Services
- Educational Psychologist
- Think Children
- Play Therapy
- Speech and Language
- PSED Team
- School Counsellor/behaviour therapist
- Sure Start
- Family Support Workers
- Early Help Team
- Social Care
- Physical Disability Support Service

Hillocks Primary School Local Offer

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Transition for children with SEND

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Further details can be found in the admissions policy.

The school has good links with local secondary schools and sets up transition plans for pupils with SEN.

The school is a member of the Sutton Family of Schools. This enables the schools to share advice, training and development activities and expertise.

Transition plans are set up as necessary for Year 6 pupils.

Further information?

Further information can be found either contacting the SENCo at Hillocks Primary or by accessing their SEND Policy which you can view here:

<http://hillocks.notts.sch.uk/wp-content/uploads/2016/08/SEN-Policy-2016-17.pdf>