

Hill View School  
Special Educational Needs (SEN)  
Information Report 2016-17



These pages set out information about our provision for children with special educational needs (SEN). This document is updated annually.

About our school

Hill View School provide for children with a wide range of special educational needs including those with:

- **Communication and interaction needs;** this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;** this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical needs;** this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs co-ordinator (SENCo) is: **Emma Gould**. Our assistant SENCo is **Emma Jaffe**. They can be contacted through the school office phone or email: 01295 251205, [office.2056@hill-view.oxon.sch.uk](mailto:office.2056@hill-view.oxon.sch.uk) Our governor with responsibility for SEN is: **Barry Lothian**

Our SEN policy and other information regarding additional support within the school can be found in the SEN support (<http://hillview-school.co.uk/sen-support/>) or policies page of our website. (<http://hillview-school.co.uk/policies-forms-and-information/>)

How do we identify and give extra help to children with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

This guidance sets out:

- how to identify if a child has SEN
- ways we can assess children and plan for their SEN, and how we can adapt our teaching to meet their needs
- ways in which we can adapt our school environments to meet each child's needs
- how to review progress and agree outcomes and involve you and your child in the process

How do we work with parents and children?

We will always contact parents if we have a concern that a child may have SEN. We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these and then to review progress. We do this at least 3 times per year through SEN review meetings and/or parents' evenings. In some cases we will also communicate more regularly with parents at the end of the school day, on the phone, through a home/school book, through TAC or Social Care meetings or through more regular meetings.

We welcome feedback from children and parents regarding our policies, procedures and practice for children with SEN and their families. This can be done at any time through our suggestions/comments box, through the website and via the school office email or letter. There will also be occasions where parents and children are invited to consultation activities. The SENCo is almost always available in the school hall at all parents' evenings.

### Adapting the Curriculum

We offer a broad and balanced curriculum for all children including those with SEN. Details of our curriculum can be found in the Parent Place area of our website. <http://hillview-school.co.uk/curriculum/> Children who have SEN are supported through differentiation or individualised curriculums, additional resources and carefully targeted teaching. We also offer a range of intervention programmes across the school for children including those with SEN. In some cases 1:1 support may be considered appropriate.

Intervention programmes available include: FFT Literacy Support; Code X Literacy support; Circle of Friends; Write Away Together; 1:1 reading; Preteaching; Numskills; First Class @ Writing; Emotional Literacy Courses; Speech & Language programmes of work; Behaviour mentoring; Social Stories; and individualised programmes of support.

### What expertise can we offer?

Our SENCo has over 9 years' experience in the role and holds the NASENCo qualification. Our assistant SENCo has a wide range of training and a particular interest in support for children with ASD.

Our teachers have been trained in Quality First Teaching and SEN Identification and Support. All teachers have had a wide range of training which is disseminated to other teachers through our weekly afterschool INSET or our full INSET days.

Our Teaching Assistants have received specialist intervention training appropriate to the provision they offer.

We regularly undertake training and development (both for individuals and whole school) in supporting children with additional needs, appropriate to the needs of the children on roll.

We work closely with a variety of support services including: Educational Psychology (both private and OCC); Speech and Language (both private - Talk Therapy and NHS); SENSS Autism Advisory Team; CAMHS and PCAMHS; Occupational Therapy; Physiotherapy; the Banbury EI Hub; Paediatricians and GPs; Guidepost and Let's Play; the ATTACH team; Continuing Health; Health Visitors and School Nurses; and Social Care.

Further information about the support services that are available within Oxfordshire can be found on the OCC SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

We always discuss the involvement of support services with parents before making referrals. We work hard to communicate and work effectively with services involved with our families to support of the needs of the children in our care to the best of our ability.

### How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school at least 3 times per year. Teachers closely monitor the progress of all children in their care. They meet with senior staff (including the SENCo) two or three times per year to discuss the progress of children in their class. Additional provision is planned in line with needs identified at these meetings.

The SENCo and Assessment Leader also review the progress of children with SEN to evaluate the effectiveness of provision planned. Progress is evaluated against age related expectations.

We monitor the effectiveness of the intervention programmes we offer by tracking the children who have received this support. This information is used to decide on the most appropriate and effective intervention.

The Governing Body monitors the schools SEN support through regular progress data, feedback and updates. The SENCo is a member of the Governing Body's Safeguarding Committee and meets with them 4-5 times each year to feedback, offer training and discuss issues surrounding SEN within the school. They feed back to the full Governing Body. The SENCo also attends at least one full Governing Body meeting each year to feedback to all members.

### How are children with SEN helped to access activities outside of the classroom?

All children are included in activities and trips, following risk assessments where necessary, and in accordance with duties under the Equalities Act 2010. We talk to parents when planning trips so that everyone is clear about what will happen.

There is information, advice and details about childcare, activities and events for disabled children and those with SEN in Oxfordshire on the Family Information Directory pages: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fisd/disabilities.page>

Oxfordshire's accessibility strategy can be read at: [http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)

Oxfordshire's Local Offer can be accessed at <https://www.oxfordshire.gov.uk/localoffersend>

### What do we do to support the wellbeing of children with SEN?

All children are encouraged and have the opportunity to talk to any member of staff at the school about any concerns or worries they may have.

All children are encouraged to share their opinions and ideas through regular class discussion.

Pupil voice meetings are held with select groups of children to discuss issues, make plans and evaluate changes at the school.

The School Ambassadors are representatives across the school for the pupil body of our school community.

We have peer mediators and play leaders who support all the children within the school at playtimes. There are also adult members of staff who work with children on positive behaviour choices and friendship issues. The school works hard to

educate and support children to prevent bullying. We also have a strong programme of support available to any child involved in any instance of bullying, both as target or perpetrator.

We are very aware that children who have SEN and/or disabilities may be more vulnerable to bullying and discrimination. We pay close attention to every child in our care, especially those with SEN or disability, in order to detect any change of behaviour or presentation that could indicate any form of maltreatment.

#### Joining the school and moving on

Where possible we make opportunities for children new to the school to visit and spend time in the school before starting. For those with SEN we plan additional visits and activities where possible to prepare them as fully as possible for transition to the school.

We work to prepare our Y6 children for transition to secondary throughout their final year at the school. For those with SEN, or any who are particularly vulnerable, we plan tailored programmes of transition support including supported visits and focussed work.

#### Who to contact

If you are concerned about your child's progress, and feel they could have SEN, you should speak to their class teacher. If you would like further discussion, or have any concerns about the support being offered by the school, please contact Emma Gould or Emma Jaffe via the school office.

If you would like to feedback about the SEN provision at Hill View School, please address this to Emma Gould in writing via the school office. She will respond to your communication within two weeks. If you have any complaints, please follow our policy which can be found in the policies area of our website <http://hillview-school.co.uk/policies-forms-and-information/>

If you would like impartial advice and support regarding the SEN system, you can contact the 'SEN and Disability Information, Advice and Support Service' - SENDIASS (formerly Oxfordshire's Parent Partnership Service) via: <https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire-formerly-parent-partnership>

If you would like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN, these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fisd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. <https://www.oxfordshire.gov.uk/localoffersend>. The school is part of the County's Local Offer and has been involved with its development through attendance at training and by trialling new guidance and systems.

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