



## Hill View School

### Special Educational Needs

#### Information Report 2018 - 19

These pages set out information about our provision for children with special educational needs (SEND). 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 governor with responsibility for SEND is: Chrissie Garrett

Mrs Ferens is responsible for the leadership and provision of SEND across the school.

Our SEND policy and other information regarding additional support within the school can be found on our school website.

#### **How do we identify and give extra help to children with SEND?**

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/childrenandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

This guidance sets out:

- how to identify if a child has SEND
- ways we can assess children and plan for their SEND, 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 SEND. We work closely with children with SEND 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 SEND 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 TAF 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 SEND 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.

## **Adapting the Curriculum**

We offer a broad and balanced curriculum for all children including those with SEND. Details of our curriculum can be found in the Parent Place area of our website. <http://hillview-school.co.uk/curriculum/> Children who have SEND 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 SEND. 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 teachers have been trained in Quality First Teaching and SEND 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 SEND 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 SEND 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 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.

Senior Leaders review the progress of children with SEND 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 SEND support through regular progress data, feedback and updates. The Governing Body's Safeguarding Committee meet 6 times each year to feedback, offer training and discuss issues surrounding SEND within the school. They feed back to the full Governing Body.

## **How are children with SEND 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 SEND in Oxfordshire on the Family Information Directory pages:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/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 SEND?**

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 SEND and/or disabilities may be more vulnerable to bullying and discrimination. We pay close attention to every child in our care, especially those with SEND 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 SEND 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 SEND, 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 SEND, 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 a member of SLT via the school office

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

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