



Hill View Primary School SEND Information Report: 2019-20

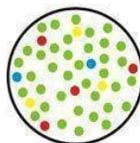
Thank you for supporting us in providing the best possible education for children at Hill View School. We hope that this document will provide some useful advice and information in regards to supporting your child's education if they have additional needs. These pages set out information about our processes for identifying and providing for children with Special Educational Needs and/or Disabilities (SEND). This document is updated annually.

At Hill View School, we are very proud of our inclusive environment. Our children, staff and whole school community value the individuality of our children and we are committed to giving every child the opportunity to achieve their potential. We are aspirational and aim to be thorough and innovative in our provision for a wide range and levels of additional need. We work with local special and mainstream schools to integrate all children, making all children feel welcome and valued through our provision.

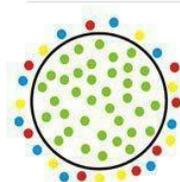
Our Inclusion Leader & Special Educational Needs Co-ordinator (SENCo) is: *Mrs Emma Jeavons* who can be contacted on: ejeavons@hillview-school.co.uk and found in The Inclusion Office (near the chickens!)

Our governor with responsibility for SEND is: *Mrs Chrissie Garrett*

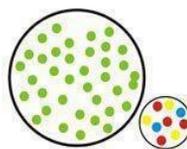
Our SEND Policy, Equality Policy, Accessibility Plan and other information regarding additional support within the school can be found on our school website.



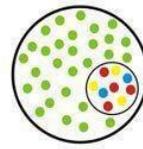
Inclusion



Exclusion



Segregation



Integration



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What you will see in this Information Report – Below is a summary of what Hill View School has in place to enable high quality provision for pupils with SEND and to comply with statutory duties set out in the SEND Code of Practice (2015).

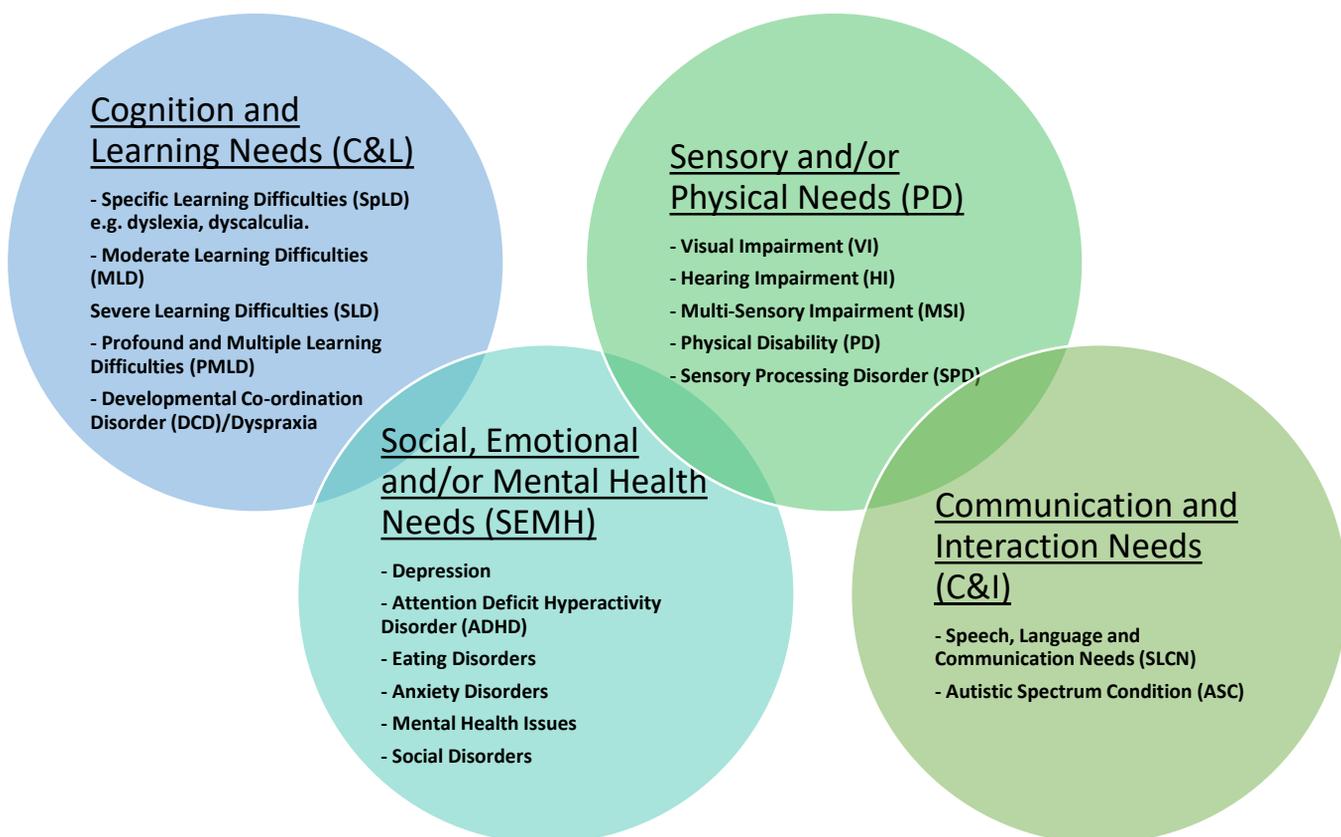
THE HILL VIEW SCHOOL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITY

<p>We provide effective leadership and governance of SEND provision</p>	<ul style="list-style-type: none"> • Whole school culture which sets purpose, direction and challenge that inspires members of staff, parents and the broader school community to work together to ensure the sustained progress and well-being of pupils with SEND. • High expectations and challenge in place for all pupils regardless of needs. • Robust monitoring gives accurate picture of the pace and quality of progress for all SEND pupils. This includes attendance and exclusion information as well progress linked to outcomes for social and emotional development and preparation for adulthood. • Impact of interventions is routinely scrutinised to ensure resources available to the school are deployed effectively. • Headteacher and Governing Body proactive in meeting duties in relation to equality and disability access
<p>We deliver a graduated response to identify, assess and review needs.</p>	<ul style="list-style-type: none"> • School SEND Information Report outlines arrangements to support children and young people with SEND, with and without EHC Plans. Report updated annually and links to the Oxfordshire Local Offer. • School tracking and information sharing with parents and other key agencies enable SEND to be identified early. Processes for identification ensure that reasonable adjustments and differentiation have already been made in daily teaching. • Evidence based approaches, interventions and resources in place to support progress and achievement across the four broad categories of need: cognition and learning (including dyslexia) communication and interaction (including language delays and autism), sensory and physical difficulties and social and emotional and mental health needs (including attachment and ADHD). • Ongoing CPD ensures that all staff have appropriate knowledge and skills to plan and scaffolded the curriculum. Specialist training gives teaching and support staff enhanced skills and expertise to deliver more tailored programmes of support for pupils with the greatest needs. • School keeps detailed records of actions in the United Learning assessment cycle. SEND Plans updated termly with provision revised in light of pupil progress and impact of this support. • Successful transition between year groups and settings is facilitated by focussed planning, information sharing and enhanced familiarisation activities.
<p>We involve families, children and young people in decision making</p>	<ul style="list-style-type: none"> • Parents actively involved in all decision making, including determining whether SEND support is required. • Parents invited to review SEND Plans termly. Their views and contributions welcomed and valued. Parents receive records of the SEND Plan. • Strong partnership working and positive relationships with families inform developments to wider school SEND provision. • Children and young people views are integral to setting outcomes and planning provision.

Hill View School is part of The United Learning Trust. The trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

At Hill View School the individuality of our children is valued and we are committed to giving every child the opportunity to achieve their potential. This SEND Information Report works alongside our SEND Policy and Equality Policy to help us achieve this. Each child's needs are considered when planning and teaching and a broad and balanced curriculum is provided for all. This is true for all children at Hill View School regardless of age, gender, ethnicity, background, attainment or Special Educational Need or Disability (SEND). Teachers at Hill View take account of individual's needs and plan extra provision, where necessary, to support their learning.

We provide education and support for children with:



At Hill View School, we aim to provide an inclusive, fun and safe environment which will enhance the learning of all pupils and help them achieve to their full academic potential in all areas of the National Curriculum. We also aim to provide children with social, emotional and mental health support in order to allow them to flourish both inside and outside of school. In doing this, we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

About our School

Hill View Primary School is a large mainstream primary school in Banbury. We are part of the national United Learning Multi-Academy Trust. We have around 500 children in our school, divided into 18 classes including a Nursery. We provide for children with a wide range of special educational needs. The tables below show the numbers of children with SEND at Hill View School, at the start of 2019-2020:

Whole School	Nursery (25 chn)	FSR (56 chn)	Year 1 (58 chn)	Year 2 (79 chn)	Year 3 (65 chn)	Year 4 (83 chn)	Year 5 (71 chn)	Year 6 (67 chn)
93 children with SEND	16% of N	10.7% of FSR	17.2% of Y1	12.7% of Y2	20% of Y3	19% of Y4	16.9% of Y5	32.8% of Y6
18.4% of our school [14.9% nationally]	10 children 12.3% of Early Years		20 children 14.6% of KS1		63 children 22% of KS2			

Education Health Care Plans	Whole School (504 chn)	Early Years (81 chn)	Key Stage 1 (137chn)	Key Stage 2 (286 chn)
Children with EHCPs	7 (1.4%)	1	1	5
Children with EHCPs pending by summer 2020	5	1	2	2
Total EHCPs by summer 2020	12 (2.4%)	2	3	7

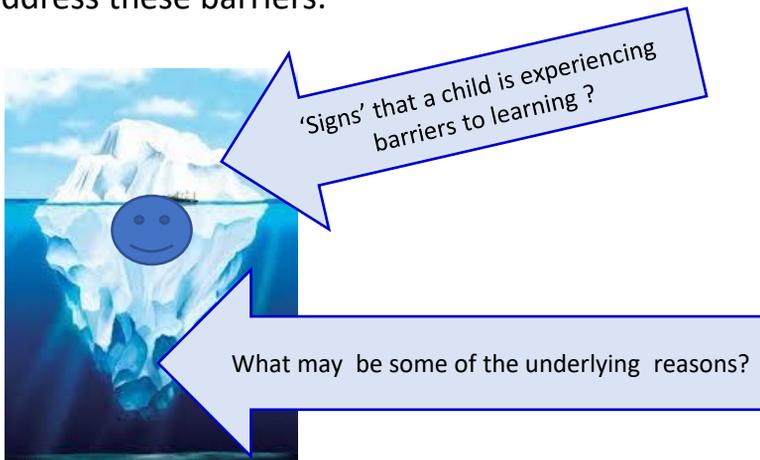
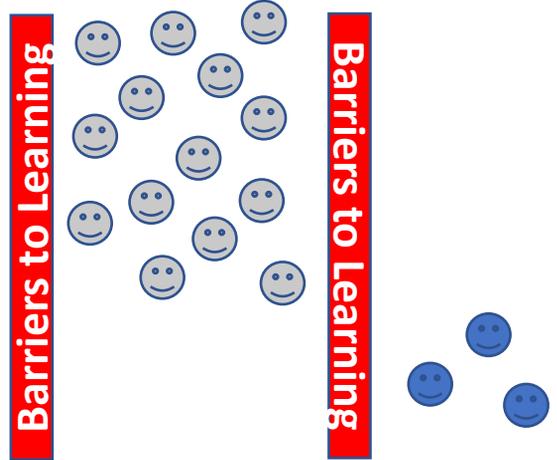
% of SEND with each Primary Area of Need:	Whole School SEN	Early Years (81 chn)	Key Stage 1 (137chn)	Key Stage 2 (286 chn)
C&L	41%	20%	20%	51%
C&I	34%	50%	60%	24%
SEMH	24%	30%	20%	24%
PD	1%	0%	0%	1%
total	93 children	10 children	20 children	63 children

% of SEND with each Primary or Secondary Area of Need:	Whole School SEN	Early Years (81 chn)	Key Stage 1 (137chn)	Key Stage 2 (286 chn)
C&L	41%	27%	24%	45%
C&I	31%	46%	52%	23%
SEMH	26%	27%	14%	31%
PD	2%	0%	0	1%
total	129 cases	11 cases	29 cases	88 cases

How does the school know if my child needs extra help?

First steps in identification

At Hill View School, we understand that **many factors may inhibit academic progress**. Progress of children is assessed at regular intervals as part of the school's tracking process. Slow progress and low attainment do not necessarily mean that a child has SEND and the school recognises that all children develop differently. As staff, we are curious, continuously assessing and observing to identify these factors. We then work together with parents/carers to address these barriers.



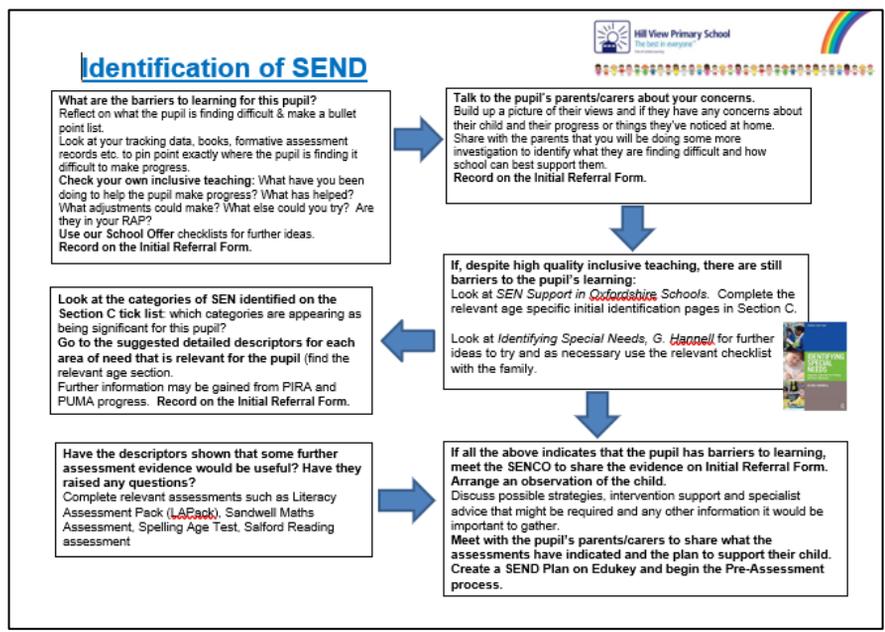
- 1ST REFLECTION AT HILL VIEW SCHOOL – WHAT MIGHT BE A CAUSE FOR SLOW PROGRESS OR LOW ATTAINMENT?**
- **Medical need:** e.g. vision / hearing / ill health
 - **Gaps in learning** from early childhood
 - **Instability** out of school
 - **Lack of sleep / food**
 - **Low self esteem**
 - **Age compared to others** in their class
 - **English as an additional language (EAL)**
 - **As yet unrecognised SEND**
 - *Cognition and Learning*
 - *Communication and Interaction*
 - *Social, emotional and mental health needs*
 - *Sensory and / or physical*

A child or young person has SEND if they have a **learning difficulty or disability which calls for special educational provision** to be made for him or her.

A child of compulsory school age has a **learning difficulty or disability** if he or she:

- has a **significantly greater difficulty** in learning than the majority of others of the same age, or
- has a disability which **prevents or hinders him or her from making use of educational facilities** of a kind generally provided for others of the same age in mainstream schools

For children aged two or more, **SEND provision is educational or training provision that is additional to or different from** that made generally for other children or young people of the same age by mainstream schools/nursery settings. All those working with children are alert to emerging difficulties and **respond early, communicating and working together** to plan for and monitor progress.



Flowchart summarising the process of identification of SEND for Hill View staff.

Initial Referral to SENCO to collate evidence for a child's potential SEN status

Inclusion Initial Referral and Identification

Initial referral completed by: Name: _____ Date: _____

DOB	Year / Class	Attendance
QCA Behaviour Score	Emotional / 70 Conduct / 70 Learning / 70	Groups
PP LAC	PP LAC	PP LAC
LA, LA, MA, MA, MA	LA, LA, MA, MA, MA	LA, LA, MA, MA, MA

Attainment Data

Reading	Writing	Maths
PIRA SS: RA:	SEAS:	PUMA SS: MA:
Reading	Writing	Maths

Progress Data

Reading	Writing	Maths
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What are your concerns about the child?
What would you like the outcome to be?
What has been put in place for the child already, e.g. differentiation methods, questioning, VAK methods etc?
Agencies already involved / Documents received from outside agencies, doctor etc. (added to Edukey):
Notes from discussion with family - concerns & home context:

INCLUSION TEAM USE

Staff responsible and timescale:
In consultation with:
Checklists to be completed and timescale:
Observed by:
Info from Welfare / SLT:
Workbooks and Observation Notes:
Recommended Actions:
OCC Moderation Documents to be completed: CA / CRI(S&L) / CA(ASC) / PO / SEMH / CCA
On the SEN Register: YES / N
School Provision:
Outside Agency Involvement:

Identifying pupils with Potential SEND	Factors which may impact on progress	If yes, recommended action(s)	Factors which may impact on progress	If yes, recommended action(s)	
<p>Identifying pupils with Potential SEND</p> <p>Reflection on the individual circumstances of factors which can affect achievement at school</p> <p>Class teachers and subject teachers, supported by the senior leadership team, should make regular consideration of progress for all pupils. There should seek to identify pupils making less than expected progress given their age and individual circumstances. (SEND Code of Practice 6.27)</p> <p>The guidance (based on that from Croydon LA) below provides prompts to support consideration of other factors that may be affecting progress and achievement before deciding that a child requires SEND support.</p> <p>This guidance is not intended but it should inform a wider review of each child's potential barriers to learning. This guidance also fits closely with the guidance produced to support meaningful dialogue with families and gain support/permission.</p>	<p>Factors which may impact on progress</p> <p>Year attendance and/or punctuality?</p> <ul style="list-style-type: none"> Monitor pattern of attendance and punctuality with attendance officer and/or family support worker Meet with family to share and discuss any emerging issues Other initiatives and research to encourage punctuality and daily attendance (avoid sanctions in respect where issues and punctuality may be beyond control of child) If available, encourage attendance at breakfast club to support punctuality. <p>External support:</p> <ul style="list-style-type: none"> Where problems persist seek support of your Education Welfare Officer and/or Locality Early Help Advers and consider an Early Help Assessment If problems are linked to medical needs with long term absence contact Home Tuition service. 	<p>In school:</p> <ul style="list-style-type: none"> Consider degree of learning delay compared to expectations for the year below. The will be particularly important in EYF and KS1 later July and August thirds. Where this comparison indicates that progress and attainment are low signficantly below age related expectations target interventions and differentiation advice daily teaching to narrow the gap with peers. Progress and attainment should also be considered in terms of attendance, participation, communication skills and social development. 	<p>Factors which may impact on progress</p> <p>Young Carer?</p> <p>Identify the child or young person who is a family member with a serious (physical/mental health), an addition, and disability.</p> <p>Eligible for FSM?</p> <p>Assessment of reading (downloading, writing, temporary accommodation)?</p> <p>Assessment of generic vocabulary/age and ability?</p>	<p>In school:</p> <ul style="list-style-type: none"> Planned support to help develop friendships and build confidence and self-esteem Review impact and use of pupil premium funding to target key areas of need Reference and review of universal and targeted nurture approaches to support and address emerging issues related to attendance HLCC guidance on attachment for children adopted, looked after or at risk of being looked after https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424998/Attachment_in_schools.pdf Access to counselling support <p>External support:</p> <ul style="list-style-type: none"> Work with Virtual School to plan and review Personal Education Plans (PEP) Discuss support needs with family e.g. access to parenting support through group or individual support. Locality Help Advers can help Active level of need may require more long term intensive and tailored therapeutic intervention and/or further provision. If this is the case the pupil should be recorded on requiring SEN Support and placed on the SEN register. <p>In school:</p> <ul style="list-style-type: none"> Support for homework Active encouragement and arrangements to engage in extra-curricular activities Planned support and counselling <p>External support:</p> <ul style="list-style-type: none"> Contact local Locality Early Help Advers - they will be able to advise you whether the child is known to the Young Carers Project. If not the team will support completion of an Early Help Assessment to identify their needs in relation to the person they are working for. <p>In school:</p> <ul style="list-style-type: none"> Review impact of any targeted interventions overtime in support academic achievement and social wellbeing Review interventions delivered and/or undertake further diagnostic assessments if there is no evidence of progress. <p>In school:</p> <ul style="list-style-type: none"> Support to complete homework tasks Individual and family support Consider an Early Help Assessment/ Contact Locality Early Help Advers <p>In school:</p> <ul style="list-style-type: none"> Access to regular mentoring support Access to emotional and therapeutic interventions such as Draw and Talk Art and Drama therapy. Activities to boost self-worth and showcase skills and strengths Safety planning <p>External support:</p> <ul style="list-style-type: none"> Contact Locality Early Help Advers and make Early Help Assessment. If child is not known to the following supporting procedures 	<p>Factors which may impact on progress</p> <p>Assessment of social skills (downloading, writing, temporary accommodation)?</p> <p>Are there behavioural issues?</p> <p>Indicators other than attainment that indicate child or young person may be experiencing difficulties can include:</p> <ul style="list-style-type: none"> Ability to communicate, express needs, follow instructions and understand social cues Ability to persevere when faced with difficulty? Ability to sustain concentration on learning tasks? Inability to contribute to class discussions? Difficulties responding to teacher directions? Difficulties in social interaction? Lack of self-awareness? Positive and lasting motivation? <p>Use of Case Study Approach</p> <p>Where it is proving more difficult to determine the underlying causes to slow progress and low attainment a case study approach may be helpful in pulling together a detailed profile of the pupil of individual circumstances, pulling together information from a range of key sources.</p> <p>(A template to support a case study profile available on the SENCO Portal site on the Local Offer)</p> <p>Early Help Pathway Guidance-If you identify that the child requires support from a range of professionals, use the early help process to ensure a proportionate, coordinated approach. Your Locality Early Help Advers can support.</p>

Parent Voice and Pupil Voice

Parent Voice

Parents/carers

know their

children best.

They are asked to

complete this

Parent Voice form

to inform

identification,

effective support

and target setting

Support Review Meeting:
Information from Parents/Carers

Name of child: _____

Date: _____ Completed by: _____ [Name/relationship to child]

The things people like about my child:

The things my child enjoys (e.g. clubs, sports, hobbies, interests, places):

The things my child is good at (e.g. personal qualities, school subjects, interests, talents):

The thing(s) my child likes best about school:

My child's progress since their last SEND Meeting (Summer 2019):

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The thing(s) my child has to put a lot of effort into at school:

The thing(s) my child has to put a lot of effort into at home (e.g. instructions, hearing, organising themselves):

The thing(s) that help my child to be their best self:

Other professionals (e.g. medical, social care) who have worked with my child in the last year (and dates) are:

The date of my child's last eye test was (roughly):

Anything else I am worried about or would like to discuss at the SEND Review Meeting:

Thank you for taking the time to complete this form – your thoughts and ideas will really help us to help your child develop into the best they can be.

Please give this to your child's class teacher at least two days before the SEND Review Meeting so that your thoughts and ideas can be worked into your child's SEND Plan.

If you have any questions, or would like an electronic copy of this form, please see your child's class teacher or contact Mrs Emma Jeavons, Inclusion Leader and SENCo, Hill View Primary School on jeavons@hillview-school.co.uk (her office is by the chickens!)

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Children are able to share their views on the Pupil Voice form that they can complete with a parent/teacher.

Their views are welcome at any time but are specifically sought as part of their annual review, as part of their SEND Review Meetings and at the end of a targeted intervention. Through this, pupils can contribute to the setting of their own targets.

SEND Review Meeting:
Information from the Child

Name of child: _____

Date: _____ Completed with: _____ [Name/relationship to child]

The things people like about me:

The things I enjoy (e.g. clubs, sports, hobbies, interests, places):

The things I am good at (e.g. personal qualities, school subjects, interests, talents):

The thing(s) I like best about school:

The thing(s) I have to put a lot of effort into at school:

My ambition:

The thing(s) that help me to be my best self:

People who I can talk to about my worries or problems at school are:

Progress I have made since my last Plan Meeting:

Anything else I am pleased with or am worried about or want to tell my teacher at my Plan Meeting:

Thank you for taking the time to complete this form – your ideas are the most important ones at the Plan Meeting! They will help us to help you achieve your ambition.

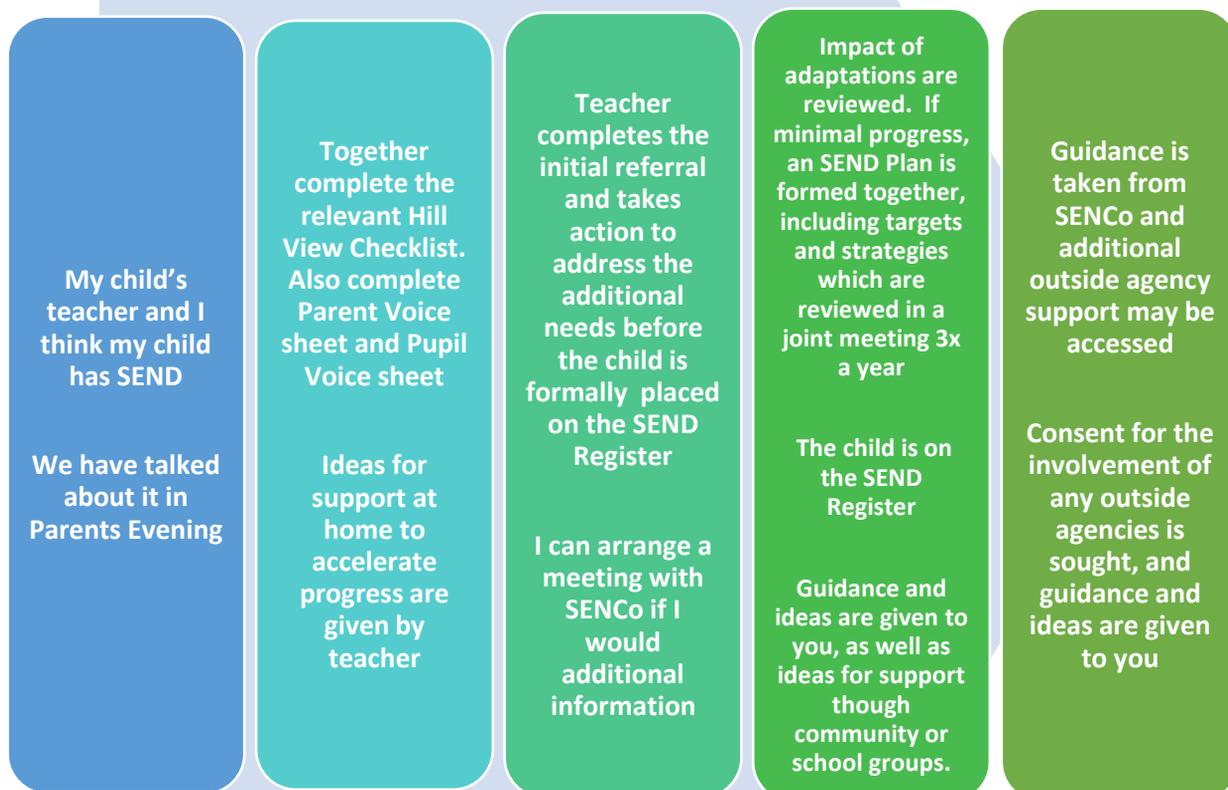
Please give this to your child's class teacher at least two days before the SEND Review Meeting so that your thoughts and ideas can be worked into your child's SEND Plan.

If you have any questions, please ask your teacher or Mrs Jeavons (her office is by the chickens!)

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Parent's role in identification of SEND



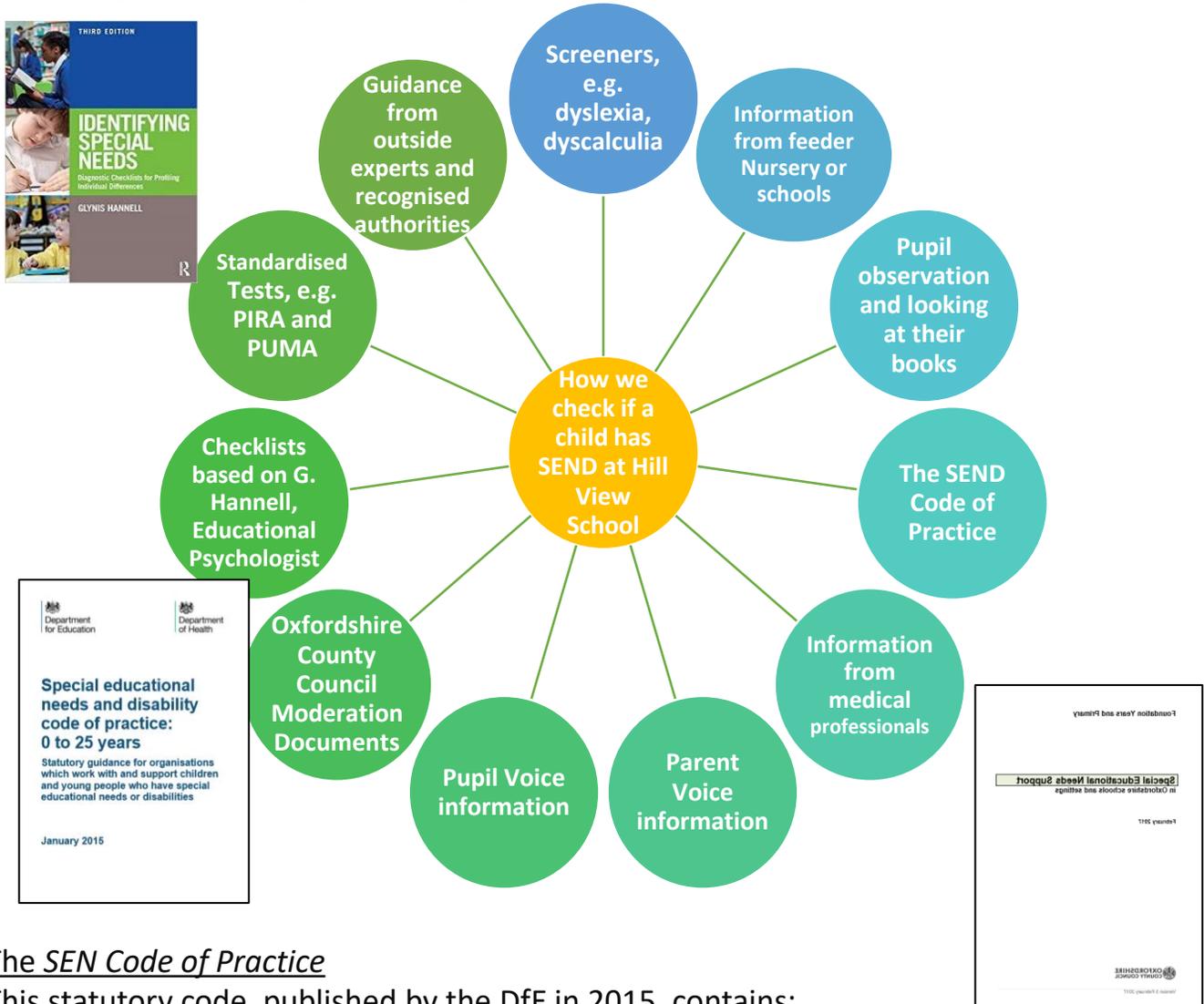
When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support.

At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

Next steps in identification

In deciding whether to make special educational provision, the SENCo considers all the information gathered from within the school about the pupil's progress (academic or otherwise) alongside national expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents/carers. Consideration of whether special educational provision is required starts with the desired outcomes.



The SEN Code of Practice

This statutory code, published by the DfE in 2015, contains:

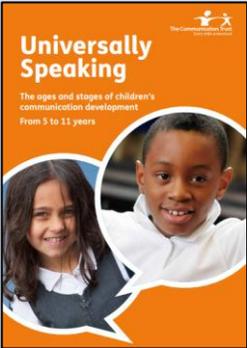
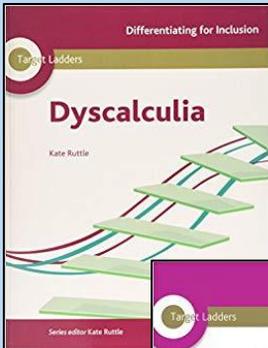
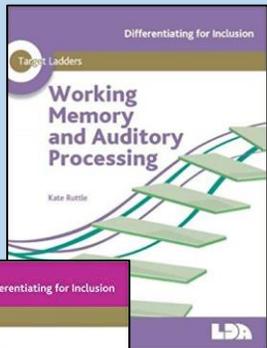
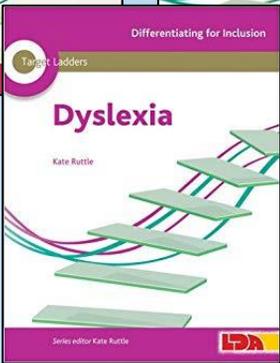
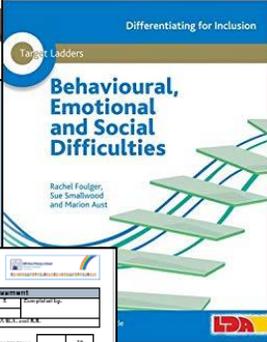
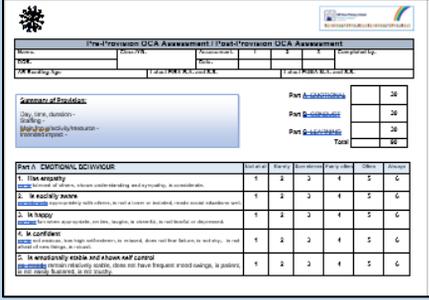
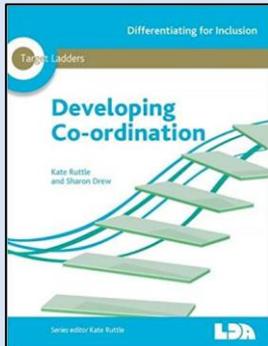
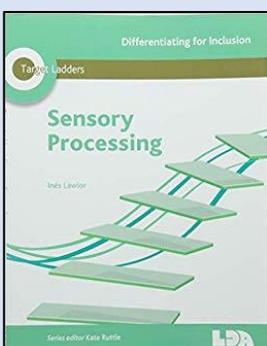
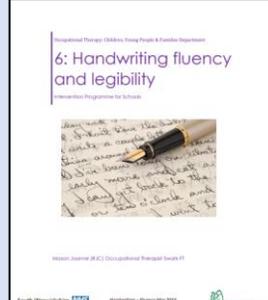
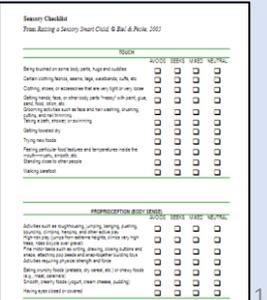
- details of legal requirements that schools must follow without exception
 - statutory guidance that schools must follow by law unless there's a good reason not to
- It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs.

Identifying and Supporting Children with Special Educational Needs

This is the Local Authority (LA) guidance, known locally as the 'OCC Moderation Document,' used for clarification and support if staff believe a child may have SEND.

Assessments (after OCC and Hill View Checklists)

At Hill View School, the teacher may use a range of materials to inform their observations of a child's additional needs, as well as information from the parent/carer and child. The SENCo will base assessments on the following sources to compliment the information from outside professionals.

<h3 style="text-align: center;">My child has Communication and Interaction difficulties</h3>	<h3 style="text-align: center;">My child has Cognition and Learning difficulties</h3>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>https://www.autismeducationtrust.org.uk/shop/pf-shop/</p> </div> <div style="width: 45%;">  <p>https://www.thecomunicationtrust.org.uk/resources/resources-for-practitioners/universally-speaking.aspx</p> </div> </div>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> </div>
<h3 style="text-align: center;">My child has Social, Emotional or Mental Health difficulties</h3>	<h3 style="text-align: center;">My child has Physical difficulties</h3>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>https://boxallprofile.org/</p> </div> <div style="width: 45%;">  </div> </div> <div style="margin-top: 20px;">  </div>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> </div>

Assessments (after OCC and Hill View Checklists)

Assessment of all children at Hill View School is ongoing and used to inform planning. Staff use a range of additional methods to further identify specific English and Maths needs. These are also used to accurately identify specific next steps for an individual child and to measure their progress. One or more of the following are used with our children:

	All Children	Additional assessment by class teacher/TA chosen from:	Additional Assessment by SENCo/trained TA chosen from:	Possible Additional Assessments available from specialists
Reading fluency and comprehension	<ul style="list-style-type: none"> - Development Matters (FSR) - Classroom Monitor National Curriculum (Y1-6) - Phonics Screener (Y1) - Accelerated Reader Star Test (Y1-6) - PIRA (Y1-6) 	<ul style="list-style-type: none"> - RWInc Phonics Assessment - Toe-by-Toe Reading Test - Schonell Reading Test - Burt Reading Test - Transvaal Education Department One Minute Reading Test 	<ul style="list-style-type: none"> - Oxfordshire LAPack - GLAssessment Dyslexia Screener (Y3-6) - Classroom Monitor SEND Toolkit (Y1-6) 	<ul style="list-style-type: none"> - Dyslexia Assessment
Writing and Spelling	<ul style="list-style-type: none"> - Development Matters (FSR) - Classroom Monitor National Curriculum (Y1-6) - Phonics Screener (Y1) 	<ul style="list-style-type: none"> - RWInc Phonics Assessment - Schonell Spelling Test / Blackwell Spelling Test 	<ul style="list-style-type: none"> - Graded Word Spelling Test - Oxfordshire LAPack - GLAssessment Dyslexia Screener (Y3-6) - Classroom Monitor SEND Toolkit (Y1-6) 	<ul style="list-style-type: none"> - Dyslexia Assessment
Handwriting	<ul style="list-style-type: none"> - Development Matters (FSR) - Classroom Monitor National Curriculum (Y1-6) 		<ul style="list-style-type: none"> - S.Warwickshire OT Handwriting fluency and legibility 	<ul style="list-style-type: none"> - DCD Assessment
Speaking & Listening	<ul style="list-style-type: none"> - Development Matters (FSR) - Classroom Monitor National Curriculum (Y1-6) 		<ul style="list-style-type: none"> - GLAssessment Cognitive Abilities Test (CAT4) - Classroom Monitor SEND Toolkit (Y1-6) - Oxfordshire S&LT Speech Sounds Checklist 	<ul style="list-style-type: none"> - Verbal Reasoning - Speech & Language Assessment
Maths	<ul style="list-style-type: none"> - Rising Stars PUMA - Development Matters (FSR) - Classroom Monitor National Curriculum (Y1-6) 	<ul style="list-style-type: none"> - Math Mammoth end of Year Assessments (Y2-6) 	<ul style="list-style-type: none"> - GLAssessment Dyscalculia Screener (Y3-6) - GLAssessment Cognitive Abilities Test (CAT4) - Classroom Monitor SEND Toolkit (Y1-6) 	<ul style="list-style-type: none"> - Non-Verbal Reasoning - Spatial Awareness

The first stage after identification

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, mental and emotional health (SEMH)
- Sensory and/or physical (PD)



These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

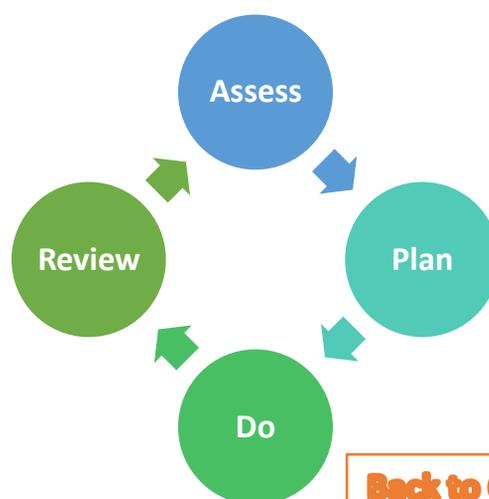
Where concerns are raised about a pupil's progress despite support and high quality teaching, the class teacher will seek advice from the SENCO. They will then assess if a pupil has a significant learning difficulty and agree appropriate support. It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with social skills in order to make a successful transition to the next phase of education or to adult life

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'. This guidance sets out: a) how to identify if a child has SEND, b) ways we can assess children and plan for their SEND, and how we can adapt our teaching to meet their needs, c) ways in which we can adapt our school environments to meet each child's needs and d) how to review progress and agree outcomes and involve you and your child in the process

Where a pupil is identified as having SEND, the SENCO and class teachers will take action to support effective learning and make all reasonable efforts to remove barriers and put effective special educational provision in place, as per the code of practice.

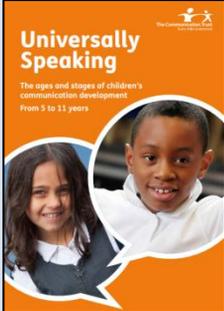
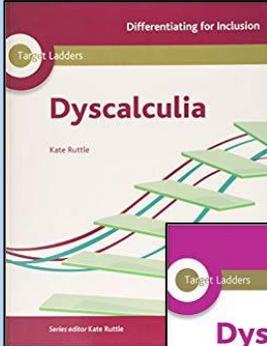
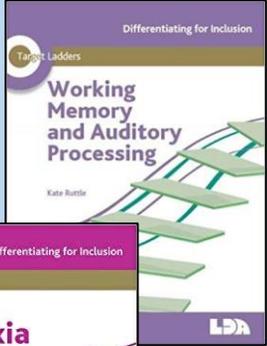
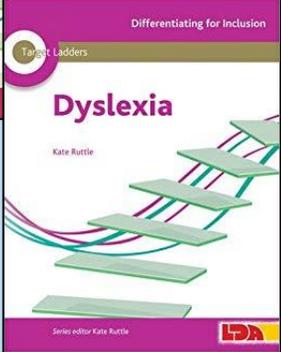
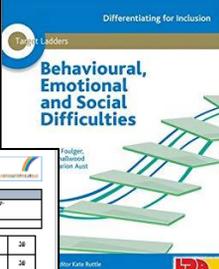
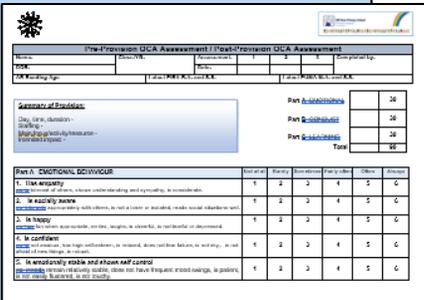
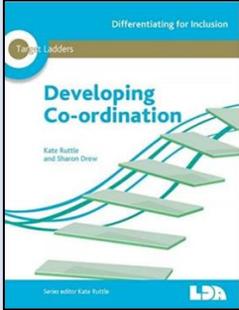
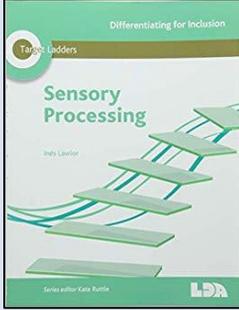
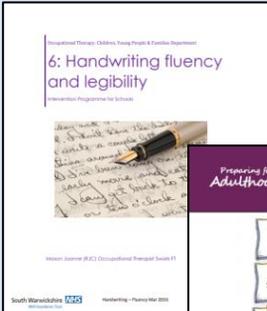
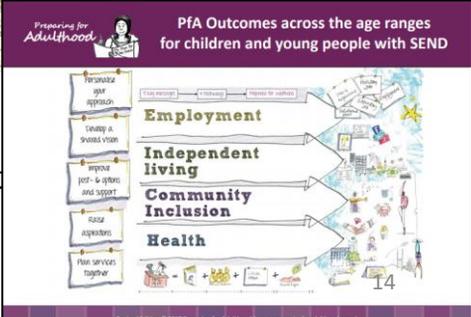
This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated approach – assess, plan, do, review.



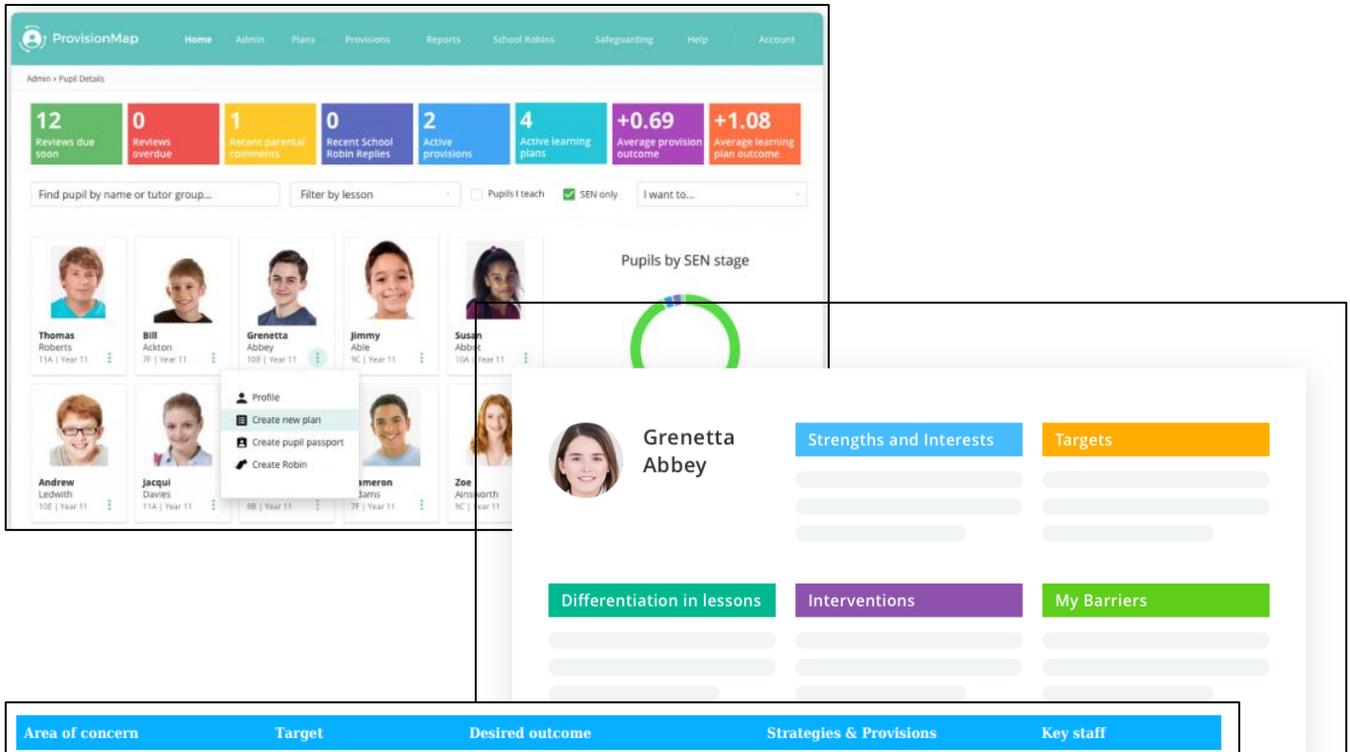
Target setting and planning for progress

At Hill View School, the teacher set targets for individual children, based on information from the parent and child. The SENCo may be consulted, and guidance on targets and next steps got from the following sources to compliment the information from outside professionals.

<h3>My child has Communication and Interaction difficulties</h3>	<h3>My child has Cognition and Learning difficulties</h3>
 <p>https://www.autismeducationtrust.org.uk/shop/pf-shop/</p>  <p>https://www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/universally-speaking.aspx</p>	  
<h3>My child has Social, Emotional or Mental Health difficulties</h3>	<h3>My child has Physical difficulties</h3>
 <p>https://boxallprofile.org/</p>  	  
<p>For all children with all areas of need, we might use this publication to guide target setting for the child's later life:</p> <p>https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf</p>  <p>14</p>	

At Hill View School, we use Edukey Provision Map software to:

- Create a database of our children, noting their attendance and additional needs
- Create a profile of each pupil, called a Passport, which recognises every child’s strengths, needs, strategies and chronology of support
- Create an effective SEND Plan – with strengths, needs, targets and provisions
- Review SEND Plans, archiving former SEND Plans
- Create a Provision Map of all available SEND interventions and additional group/individual work that may help children accelerate progress



The screenshot shows the ProvisionMap software interface. At the top, there is a navigation bar with options like Home, Admin, Plans, Provisions, Reports, School Robins, Safeguarding, Help, and Account. Below this is a dashboard with several key metrics: 12 Reviews due soon, 0 Reviews overdue, 1 Recent parental comments, 0 Recent School Robin Replies, 2 Active provisions, 4 Active learning plans, +0.69 Average provision outcome, and +1.08 Average learning plan outcome. A search bar and filter options are also present. The main area displays a grid of pupil profiles, including Thomas Roberts, Bill Ackton, Grenetta Abbey, Jimmy Able, Susan Abbie, Andrew Ledwith, Jacqui Davies, Imeron Jams, and Zoe Almsworth. A detailed view of Grenetta Abbey's profile is shown, featuring sections for Strengths and Interests, Targets, Differentiation in lessons, Interventions, and My Barriers.

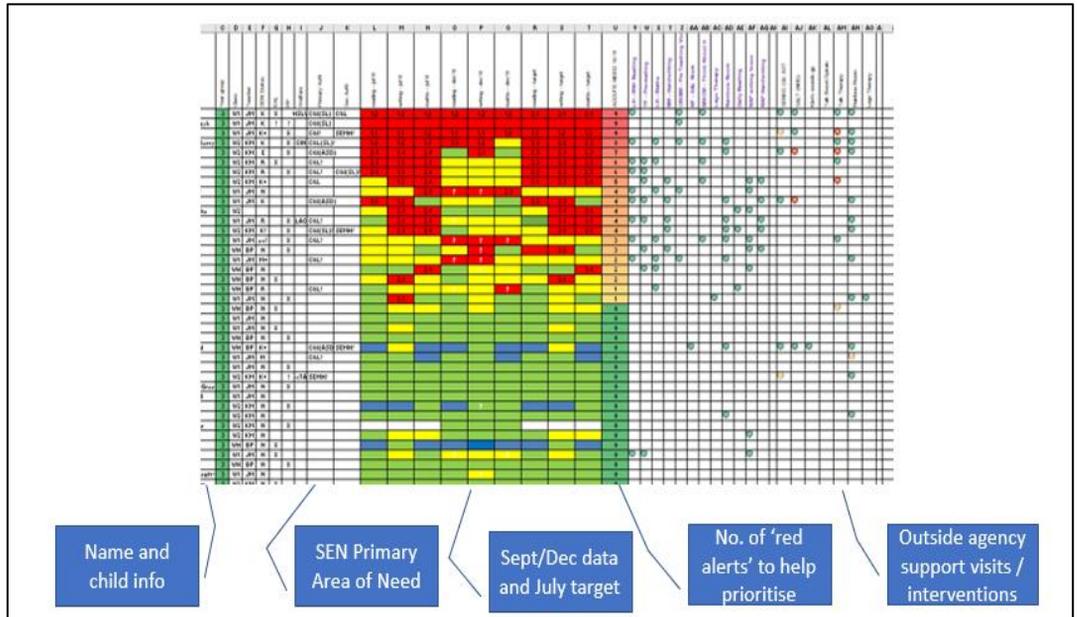
Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
[redacted] is considerably below age related expectation in maths.	I can count beyond fifty. I can say the number that comes before or after any number to 50. I can 'count on' when I add up.	[redacted] is happy and confident in maths lessons. She can start to apply an understanding of number to calculation	Regular practice at home. Use practical equipment in maths. Maths in a small group out of class, working on Year 2 objectives in Power Maths	Miss [redacted]s (Classroom Teacher) Mrs [redacted] (Teaching Assistant)
[redacted] can be reluctant to ask for help when she feels stuck.	To ask for help if I feel stuck.	[redacted] takes an active part in lessons, starting her work on time and not spending time feeling stuck.	Teacher/TA prompt as needed. Lots of praise for asking for help.	Miss [redacted]s (Classroom Teacher)

Provision Mapping

Name	Concern	# of pupils	Pupils	Members of staff	Provision type	Start date	End date	Description
Nisodemus - Youth mentoring workshop	Social, Emotional and Mental Health Difficulties	3		Mrs Steph Simons Mrs Rachel Ealey-Barnett Ms Rebecca Wyatt	Social and Emotional	5/11/2019	10/12/2019	This course is targeted years five and six. Its overall aim of the six young people for into secondary school to make positive...
SEND Maths Group - Year 6	Cognition and Learning Needs	7		Miss Emma Javrons	Maths - arithmetic	4/11/2019	19/6/2020	Mon/Wed - Guided, Tu/Thu - independent focusing on arithmetic
FFT Early Learning Support	Cognition and Learning Needs	4		Mrs Dawn Marshall-Hopkins	English - Reading	21/10/2019	20/12/2019	
Rainbow Room Nurture Group	Social, Emotional and Mental Health Difficulties	7		Mrs Steph Simons	Social and Emotional	14/10/2019	13/12/2019	Monday 9.00-9.30am
Rainbow Room Nurture Group	Social, Emotional and Mental Health Difficulties	3		Mrs Steph Simons	Social and Emotional	14/10/2019	13/12/2019	Monday 10.30-11.30 2.00-3.00pm
Rainbow Room Nurture Group	Social, Emotional and Mental Health Difficulties	1		Mrs Steph Simons	Social and Emotional	14/10/2019	13/12/2019	Monday 9.30-10.30am
Rainbow Room Nurture Group	Social, Emotional and Mental Health Difficulties	2		Mrs Steph Simons	Social and Emotional	14/10/2019	13/12/2019	Monday 1.30-1.45pm

Whole School Provision Map of all available interventions and provisions

Whole School needs analysis, matching individual's children's needs to the appropriate provision



Interventions	Duration (from – to)	Frequency & length (e.g. daily, 20mins)	Number or % of sessions attended	Cost (per week)	Assessment used	Tracking (ages and standardised scores)		Difference/ Impact	Comments/Actions/ Next steps
Emotional regulation work	5.10.18 – present?	Daily, 15 mins	92%	£12.50	AET Progression Framework	n/a	n/a	Ideas from Michael Parker. Focus for TA chat time with Lilly	Continue as focus for morning chat time
Play-based and sensory maths (1:2)	25.2.19 – ongoing	Daily, 30 mins	92%	£25	Development Matters	Maths - 22-36 months (Jul 18)	Maths - 22-36 months (Dec 18)	Lilly's progress in maths was very slow. This additional work is based on number and shows slightly faster progress in counting and 1:1 correspondence	Numbers to 10 1:1 correspondence. 1 more and 1 less. Counting to 20. Use a new TA to provide extra sessions 2x week.
Play-based and sensory phonics group (1:6) with additional teacher	5.11.18 – present	3x week, 20mins	92%	£5	Read Write Inc Phonics Assessment	13 sounds known (Sep 18)	14 sounds known (Dec 18)	Lilly was finding it hard to work in a phonics group. Now attends and joins in with this approach. Faster progress in sounds known.	Continue through the Spring Term – extend number of sessions with this approach when capacity. Continue to use Jolly Phonics strategies.
Language enrichment, spelling and listening in sentences, commenting on pictures etc.	5.10.18 – present	Daily, 15 mins	92%	£12.50	AET Progression Framework	n/a	n/a	Ideas from S&L Assessment. More focus on extending Lilly's vocab in informal chat time.	Afternoon chat time has this a focus. More formal programme of work from MM, including pre-teaching.

Individual Provision Map for children at/ approaching EHCP

SEND Annual Calendar



Hill View Primary School
The best for everyone





- Daily**

 - File meeting notes, assessments, reports the day they come, or give to SENCo to do so
 - Teacher, SLT and SENCo take (non-SEND Review Meeting) notes in meetings with parents on the Edukey Meetings Log
 - SENCo and Teacher meet re. any new starters after their first week, plan and access information from old school
 - SENCo update Outside Agency Support on Passports

- Weekly**

 - Plan to show scaffolds and adaptations for children with SEND
 - Plan for TAs using the 'Planning for Progress using TAs' document as needed
 - Give planning to TAs via Teams or printed for annotations

- End of September**

 - SENCo update Edukey / Pupil Info Boxes to show child's groups/needs
 - Pre- and Post-Assessment done for all children under SEND and Safeguarding/Welfare
 - Boxall profile for children in Rainbow Room
 - SENCo review Provisions and plan new ones as needed
 - Risk Assessment and Pupil Support Plan (based on Stages of Crisis) written by old/new class teacher/TA
 - SEND Surgery Meeting with every teacher

- By end of October**

 - Passport changed to show strengths / weaknesses / strategies / agency involvement
 - All SEND Plans reviewed (SENCo send letters out in September)
 - Parent Voice and Pupil Voice given to SENCo to be scanned onto Edukey
 - Review and write SEND Plan set for each SEND child and a paper copy given to home - Edukey SEND Plan Review and Plan - Review Plan - Save Review (print for home) - Edit plan - Archive and close - change dates - write new one (print for home.)
 - SENCo review Provisions and plan new ones as needed, reflecting RAP and PP Meetings

- End of December**

 - Boxall profile for children in Rainbow Room
 - Pre- and Post-Assessment done for all children under SEND and Safeguarding/Welfare
 - SENCo review Interventions and Provisions and plan new ones as needed
 - SEND Surgery Meeting with every teacher
 - SENCo update Edukey / Pupil Info Boxes to show child's groups/needs
 - Middle leaders plan TA deployment with SENCo to reflect need

- End of February**

 - Passport changed to show strengths / weaknesses / strategies / agency involvement
 - All SEND Plans reviewed (SENCo send letters out in January)
 - Parent Voice and Pupil Voice given to SENCo to be scanned onto Edukey
 - Review and write SEND Plan set for each SEND child and a paper copy given to home - Edukey SEND Plan Review and Plan - Review Plan - Save Review (print for home) - Edit plan - Archive and close - change dates - write new one (print for home.)
 - SENCo review Provisions and plan new ones as needed, reflecting RAP and PP Meetings
 - Review Risk Assessment and Pupil Support Plan (based on Stages of Crisis)

- End of April**

 - Pre- and Post-Assessment done for all children under SEND and Safeguarding/Welfare
 - Boxall profile for children in Rainbow Room
 - SENCo review Interventions and Provisions and plan new ones as needed
 - Middle leaders plan TA deployment with SENCo to reflect need

- End of May**

 - Transition Project started
 - SEND Surgery Meeting with every teacher

- End of June**

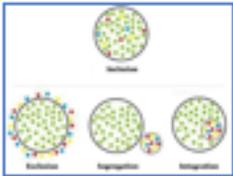
 - Passport changed to show strengths / weaknesses / strategies / agency involvement
 - All SEND Plans reviewed (SENCo send letters out in May)
 - Parent Voice and Pupil Voice given to SENCo to be scanned onto Edukey
 - Review and write SEND Plan set for each SEND child and a paper copy given to home - Edukey SEND Plan Review and Plan - Review Plan - Save Review (print for home) - Edit plan - Archive and close - change dates - write new one (print for home.)
 - SENCo review Interventions and Provisions and plan new ones as needed, reflecting RAP and PP Meetings

- End of July**

 - Pre- and Post-Assessment done for all SEND and Safeguarding/Welfare child.
 - Boxall profile for children in Rainbow Room
 - Passport changed to show strengths / weaknesses / strategies / agency involvement with new teacher
 - Risk Assessment and Pupil Support Plan (based on Stages of Crisis) written by old/new class teacher/TA
 - SENCo update Edukey / Pupil Info Boxes to show child's groups/needs
 - Middle leaders plan TA deployment with SENCo to reflect new

Remember:
Evidence your inclusion, provision and impact!





How does the school know if my child needs extra help?

Summary



Progress made by all pupils is regularly monitored and reviewed as part of high quality teaching.

Concerns over a child's progress or when they fall behind their peers

This information is shared with you as and when appropriate , e.g. at parents' evening.

Additional support is provided under the guidance of the class teacher, see Classroom Offer.

My child's teacher think my child has SEND

Together complete the relevant Hill View Checklist. Also complete Parent Voice sheet and Pupil Voice sheet

I can arrange a meeting with SENCo if I would additional information

Teacher completes the initial referral and takes action to address the additional needs before the child is formally placed on the SEND Register

Ideas for support at home to accelerate progress are given

Impact of adaptations are reviewed. If minimal progress, an SEND Plan is formed together, including targets and strategies which are reviewed in a joint meeting 3x a year

The child is on the SEND Register

Guidance is taken from SENCo and additional outside agency support may be accessed

Support through community or school groups is shared with you

Guidance and ideas are given to you, as well as ideas for support though community or school groups.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support.

At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

In some circumstances, despite the school providing SEND support, a child may not make expected progress. At this stage the parents may consider requesting an Education, Health and Care assessment by the Local Authority, which the school would support. The LA will consider the evidence of action taken by the school as part of SEN support.

Requesting an Education, Health and Care (EHC) Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

An EHCP can be requested by parent, young person, teacher or anyone else concerned about the child's SEN

When your initial request has been received, think about what help you might need with this, for example from an independent supporter who can help you through the process. Your LA will ask you about this. Independent Supporters can be supplied by a local non-profit organisation or by the IASS Network, depending on the area you are in. The IS can help to coordinate the process and/or provide help and support to your family while the process is underway. You can decide the kind of help, if any, that you think you will need

A full diagram of the process can be found in the Code of Practice p154.

Contact your local authority's SEN department and ask to start the SEN Statutory Assessment process.

You then have six weeks during which time the Local Authority should seek to gather school reports, old IEPs/ documentation from the Assess/Plan/Do/Review process, any other speech & language/educational psychology/ OT or other reports.
Parents may wish, if they are able, to gather together all the reports and information that related to their child's SEND themselves as well to ensure everything is considered by the LA. This will also assist as a timeline reminder

You then need to write your child's story including any relevant information from the gathered reports. If you have an Independent Supporter, they will be able to assist you with all of these steps. Include how your child's difficulties impact upon your whole family and what support your child already has that really helps. Remember to think about their strengths as well! Make sure you number the reports and include them in your application (only ever send copies). Any medical and social care needs should be included.

The local authority decides whether or not to conduct an assessment of SEND.

If an assessment is agreed, move to part 3 "conducting an assessment"

If the response is no, the LA should advise you of other options short of statutory assessment that can support your child from the Local Offer on the Assess, Plan, Do, Review process. Your LA should never just say 'No' without looking at what provision can better help your child from the Local Offer

If you are not satisfied with this decision or any other help sourced from the Local Offer help you can seek mediation and/or appeal to the SEND Tribunal

Move to part 4, Disagreements"

Conducting an Education, Health and Care (EHC) Needs Assessment

The local authority has decided that a statutory assessment of your child's special educational needs/ disabilities is required.

Meet the local authority representative to decide if any further external assessments are needed, e.g. OT, SLT and Ed. psych. You may want to be accompanied by an Independent Supporter to meetings.

Any organisation asked to carry out an assessment or offer advice must comply within 6 weeks.

With your IS, ensure that your final submission includes all the evidence and reports. Update your parental statement to reflect any other assessments or changes. Don't forget to include all the interventions that have been tried by both school staff and from the local offer.

If it decides not to draw up an EHC plan, it must inform the parent within 16 weeks of the original request for an EHC plan, and there is a right of appeal.

The local authority makes a decision whether to issue an EHCP or whether it thinks your child can be helped sufficiently from the Local Offer.

With your independent supporter, and if possible, with your child, draw up a profile that can be used to show practitioners so they can understand who your child is as an individual. This helps them tailor the support specifically for your son or daughter. Include what your child likes about themselves, what is important to him/her and how he/she would like to be supported as an individual.

If an EHCP is to be drawn up, meet with the plan coordinator from the local authority and any representatives from health and social care to discuss the provision that will be required for your child from each sector.

The local authority will prepare a draft EHCP and send it to you to be reviewed. The Plan writer/coordinator should be expected to work with you and your IS during the drafting to co-produce the plan. Make sure that all the sections from A to E are filled out to your satisfaction. The legal duty to ensure your EHCP complies with the law lies with the LA

The local authority has to discuss the placement with the proposed school to ensure that it is suitable before naming it in the EHCP. The institution should respond within 15 calendar days.

The local authority will send you the draft plan and an invitation to apply for a personal budget for your child.

Remember that at any point, if you can't agree on any aspect of the plan, you can ask to take part in disagreement resolution.

Once you have received the draft plan, you & your IS (if you have one) now have 15 days to check through to ensure all needs and provision have been included & to make any alterations. During this time you can put forward the name of your preferred school and agree how any personal budget will be allocated.

For the provision sections F to H2, ensure that all the provision you agreed on earlier with the education, health and social care representatives and during your meetings with the plan writer, are included in this section as well as realistic outcomes expected.

The whole process must be completed within 20 weeks.

Following further consultations between the local authority and the parents/ young person, the final plan is issued. It must be reviewed at regular intervals to assess progress

The plan is implemented or, if you are not happy with the outcome, you can appeal after contacting the mediator. Mediation is possible, but not compulsory

If you want to appeal, go to **Disagreements sheet**

Back to Contents

What you can do if you disagree with decisions

If you are not satisfied with either a local authority's decision not to assess your child for an EHCP, OR not to provide an EHCP after a statutory assessment, you can appeal to the SEND Tribunal.

Appealing to Tribunal can be done in the name of the parent or the child/ young person. Additionally, if you are not satisfied with any of the needs or provision or placement offered in a new EHCP, you can also appeal (but only to SEND Tribunal for the education part). Despite the health provision being a legal duty, there is, at present, no single pathway to the appeal process.

For both health provision and social care complaints about provision in an EHCP, you must use the relevant complaints process for that provider. If you are still not satisfied, you can contact the health or social care ombudsman

Remember that at any point, if you can't agree on any aspect of the plan, you can ask to take part in disagreement resolution. This is in ADDITION to any mediation or appeal

To appeal, you have two months after the local authority's decision. You can register an appeal when you have a certificate from the mediator. If you choose to go to mediation & it fails, you will have a minimum of a month after that to register an appeal.

* If your appeal is only about placement aspects, you do not have to seek mediation first

Before appealing about

1. Refusal to assess,
2. Refusal to issue an EHCP, OR
3. The SEN part of an EHC plan

you **must** first contact a mediation advisor. The LA must inform you about how to do this*. The mediator will give you evidence that you have done so. You will be encouraged to participate in mediation, however, this is not compulsory if you feel that mediation will not work. If at all possible, keep the lines of communication open - you can still reach an agreement that works for your family at any time up to the date of Tribunal.

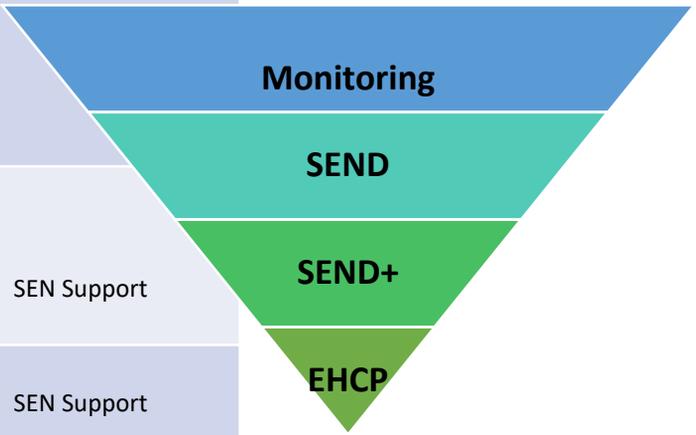
All decisions where there is no appeal right to the Tribunal can be challenged via Judicial Review. Families will need legal advice in relation to Judicial Review and legal aid may be available to pay for this.

If you do decide to head for tribunal, there are free sources of legal advice to help such as IPSEA <http://bit.ly/ipsea-SEN> and Contact A Family SEN line <http://bit.ly/CAF-SEN>. (SNJ advice: It is not advisable to go to appeal without seeking legal advice and/or advocacy support)

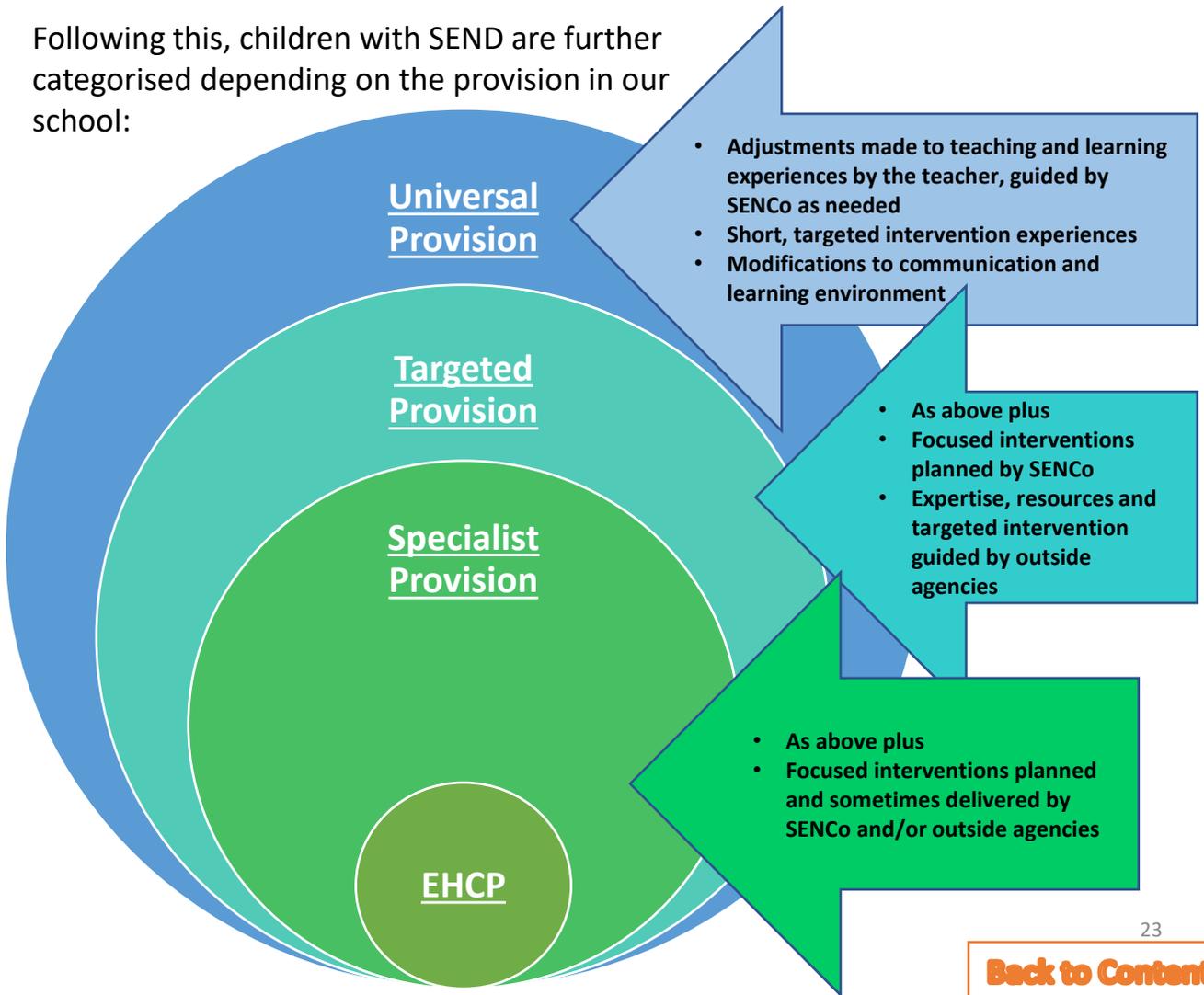
**Full details
can be found in
Chapter 11 of the
SEND Code of
Practice**

Organisation of SEND Provision

Children on the working Hill View School SEND Register are recorded as:	Children on the <i>official</i> School SEND Register (SIMS) are recorded as:	Nationally, this level of the SEND Register is called:
Monitoring (adapted or additional provision to close a gap, close observation and assessment to identify a potential SEND)		
SEND Support (adjustments made to educational provision, likely involvement of outside agencies)	SEND	SEN Support
SEND+ (as above, plus likely assessment for EHCP or additional funding)	SEND	SEN Support
EHCP (specific adaptations and additional funding is granted)	EHCP	EHCP



Following this, children with SEND are further categorised depending on the provision in our school:



Putting my child at the centre of their provision – using their voice

At Hill View School, we believe that giving children a voice in planning and reviewing their support can be empowering. It can increase the impact of any action taken to support progress towards outcomes and realise their aspirations.

We encourage positive dialogue with children to gain a realistic view of how they see their school experiences. It helps signpost actions which will support adaptations in teaching and targeted interventions to overcome difficulties.

This dialogue is led by staff who know the child best and may be in a formal meeting or an informal chat e.g. sharing lunch with the child. In deciding how to engage with children and capture their views, age and level of need is taken into account. For a very young child, or a child who is unable to express their own views, focused observations by key adults develops a clearer understanding of when a child feels safe and confident or when they feel anxious and distressed.

Questions and resources we might use to understand the opinions and ideas of our children at Hill View School include all or some of the following:

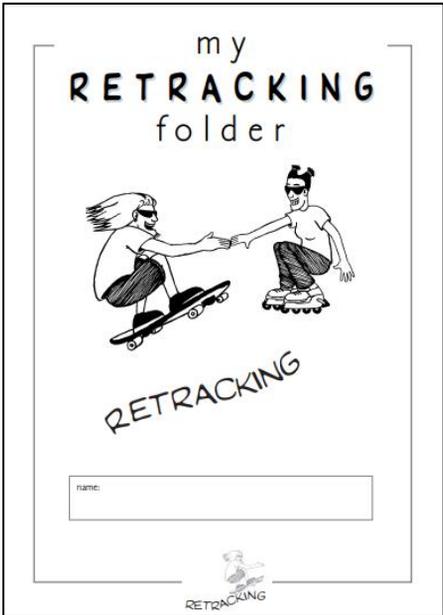
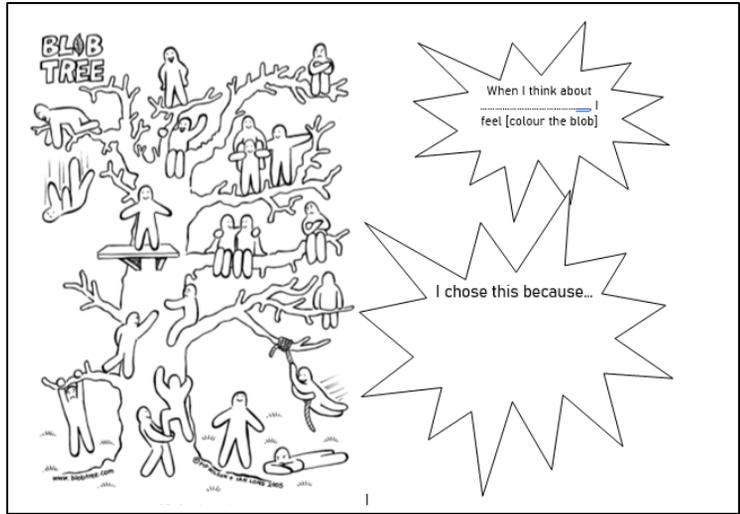
<ul style="list-style-type: none"> • What do you enjoy most about school? • Do you worry about anything to do with school? • What things do you find more difficult at school? • On a scale of 0-10 how good do you think you are at reading, writing ---? • What lessons do you find interesting? • Do you enjoy breaks and lunchtimes? • Are break times and lunchtimes a good time for you? • How do you feel about being in a new class or year group? • Do you find school a friendly place? • What do you think you are good at? • What would you like to get better at? • Do you like answering questions in class? • When do you work at your best? • What distracts you in class? 	<ul style="list-style-type: none"> • What is your favourite piece of work you have produced this term? • What activity / topic have you enjoyed the most? • Are there any things that make you feel angry or frustrated when in class or doing homework? • What helps you to learn? • What doesn't help you to learn? • Do you know what to do if you are stuck or do not understand? • Do you like the group you are working in? • Do you like new challenges? • How do you like to be praised? • Who or what helps you best at school? • What stops you learning? • What stops you working in class? • Do you like working by yourself? • Do you like working with others?
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

We might use resources like these to record ideas from the child.

<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/good-daybad-day/>

Putting my child at the centre of their provision – using their voice

Before and after a provision or Intervention, we use **The Blob Tree** to understand the child's feelings



Older children, or at times of Transition into a new school, The Retracking Folder might be used <http://www.ru-ok.org.uk/downloads/Retracking.pdf>

One Page Profile

This is one way of capturing all the important information about a child on a single sheet of paper under three simple headings: what people appreciate about me, what's important to me and how best to support me. We let the child choose from lots of personalised formats from <http://www.sheffkids.co.uk/adultssite/pages/onepageprofiletemplates.html>



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

Everyday learning

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff. To enable children with SEND to access teaching and learning in Hill View School, they are supported through scaffolding, individualised challenge/resources and carefully targeted teaching. This may look like one or more of the following:

Support from people	Support from place and things
<p>An individual learning programme</p> <p>Specific feedback and success criteria</p> <p>Take-Up Time</p> <p>Activities and listening broken up with breaks for more kinaesthetic activities</p> <p>Pupils are clear what is expected – use of ‘WAGOLL’ – what a good one looks like – examples.</p> <p>My turn – Our turn – Your turn</p> <p>Understanding check-ins</p> <p>Pre-teaching of new concepts</p> <p>Over-learning of old concepts</p> <p>Instructions given in small chunks with visual cues</p> <p>Differentiated outcome e.g. cartoon strip instead of written prose, adult scribe</p> <p>Additional modelling, prompting, scaffolding or cluing from another adult</p> <p>Peer support or Talk Partner to rehearse answers</p>	<p>Classroom well organized and labelled (with picture symbols)</p> <p>Spellcheckers</p> <p>Word banks and definitions</p> <p>Notes, colour and mind-mapping formats for reminders</p> <p>Zones of Regulation</p> <p>Reflection Space and Time Out opportunities</p> <p>Visual timetable</p> <p>Now and Next Board</p> <p>Task Management Board</p> <p>Active Listening for Active Learning support cards</p> <p>Use of alternative technologies and/or software</p> <p>Writing frames</p> <p>Visual aids and practical equipment accessible and signposted</p>

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At Hill View School, our teaching and learning is based on the [Rosenshine Principles](#), which support children to make progress, i.e. know more and remember more. These are outlined in the Teaching and Learning Policy on the school website.

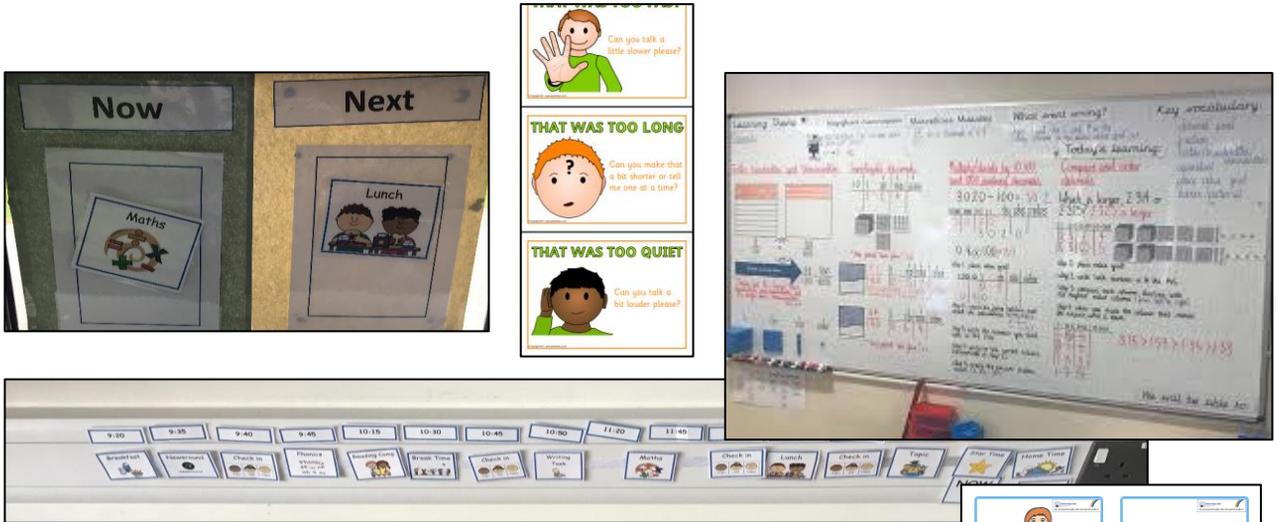
The [Brain Smart Start](#) also supports the children's memories and readiness to learn. These are done at least twice a day by every class. Our Teaching and Learning Policy can be found at: <https://hillview-school.co.uk/information/policies-and-forms>

SEND-Friendly Learning Environment

At Hill View School, we endeavour to make children with SEND feel included in every lesson, independent and capable of self-help. We want all our children to feel proud that they have overcome challenge, or made the right choice, on their own.

So to enable children with SEND to access teaching and learning in Hill View School:

- Classroom displays contain key, often visual, information to support and scaffold learning
- Classrooms are also clutter-free to reduce a child's feeling of overwhelm
- Classrooms are organised with clearly labelled, accessible and signposted practical resources to support learning, e.g. maths equipment, word mats
- Classrooms contain a Reflection Space where a child can regulate their feelings, or have some time to calm down in times of upset or frustration



My Learning Plan

What do I need? 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

What do I need to do? _____ _____ _____ _____

Anything else? _____ _____ _____

When I've finished: How long have I got?

I am in **maths**. I aim to solve this.

I need some help or inspiration!

I am writing. I aim for it to be my best.

I need some help or inspiration!

 smart body in PLP	 eyes looking
 Ready to Learn	 brain thinking
 ears listening	 lips closed



The ZONES of Regulation

<p>Yellow Zone</p> <p>Warning! Warning!</p> <p>Feeling nervous, shaky, or worried.</p> <p>Feeling like you can't think.</p> <p>Feeling like you can't hear.</p>	<p>Red Zone</p> <p>Warning! Warning!</p> <p>Feeling angry, frustrated, or sad.</p> <p>Feeling like you can't think.</p> <p>Feeling like you can't hear.</p>
<p>Blue Zone</p> <p>Warning! Warning!</p> <p>Feeling tired, hungry, or thirsty.</p> <p>Feeling like you can't think.</p> <p>Feeling like you can't hear.</p>	<p>Green Zone</p> <p>Warning! Warning!</p> <p>Feeling calm, happy, and focused.</p> <p>Feeling like you can think.</p> <p>Feeling like you can hear.</p>

What Zone am I in? How Do I feel? What Do I need? What Can I do?



Support for specific Areas of Need – Communication and Interaction.

In addition to the everyday modifications outlined in the previous pages, Hill View School provides support that is specific to the four broad areas of need. These are chosen by the teacher, in consultation with parent/carer and child, based on an individual's need and age/stage of development. It could look like one or more of the following:

- Photographs of staff and pupils displayed around school and on classroom doors
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
- Pupil's name or agreed cue used to gain individual's attention – and before giving instructions
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Instructions broken down into manageable chunks and given in the order they are to be done
- Checklists and Task Management Boards – simple and with visual cues
- Delivery of information slowed down with time given to allow processing
- Pupils are given an additional demonstration of what is expected
- System of visual feedback in place to show if something has been understood
- Pupils are encouraged – and shown – how to seek clarification
- Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words
- Talk Partners used to encourage responses
- TAs used effectively to explain and support pupils to ask and answer questions
- Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher
- Access to a quiet, distraction free work station if needed
- 'Word walls' or similar to develop understanding of new vocabulary
- Parents advised of new vocabulary so it can be reinforced at home
- Appropriate use of visual timetables – personalised to the child
- Minimise use of abstract language
- Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school
- Now and Next boards and individual Calm Box or alternative activity to be done when tasks are complete

Support for specific Areas of Need – Cognition and Learning.

In addition to the everyday modifications outlined in the previous pages, Hill View School provides support that is specific to the four broad areas of need. It could look like one or more of the following:

- ‘Next steps’ for learning derived from what the pupil can already do – referring back to earlier stages when necessary
- Key words/vocabulary emphasized when speaking and displayed clearly
- Instructions broken down into manageable chunks and given in sequence
- Pupils encouraged to explain what they have to do to check understanding
- Use of notes, lists, symbols and colour coding
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
- Provide – and teach use of – range of writing frames to aid organisation
- Alphabet strips, key words and/or phonics mats on desks
- Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for ‘publication’ e.g. displayed on the wall, read to other children etc.
- Use IT programs and apps to reinforce and revise what has been taught, word processing longer writing tasks
- To support short term memory, Talking Tins or small whiteboards and pens are available for notes, to try out spellings, record ideas etc.
- Range of coloured overlays/reading rulers available
- Coloured paper for worksheets and coloured background on smart board
- Texts which reflect interest and age range – good range of ‘hi-lo’ (high interest, low reading age) available
- Diagrams and pictures to add meaning alongside text
- Cloze procedure exercises to vary writing tasks and demonstrate understanding
- Don’t ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
- Additional time to complete tasks if necessary
- Teach and model memory techniques
- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.
- Minimise copying from the board – provide copies for pupil if necessary
- Teach pupil how to use Task Management Boards, with laminated ones available

Support for specific Areas of Need – Dyslexia.




Oxfordshire Literacy Difficulties

Policy and Advice 2016



Produced by the Oxfordshire School Inclusion Team (OXSIT)

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More information on Literacy difficulties, including dyslexia, can be found in this Oxfordshire LA guidance.

From this, Hill View School has a summary document to guide our provision for children with this specific learning difficulty.

The Primary Dyslexia Friendly and Inclusive Classroom	
Features	The Classroom Environment
A comfortable environment -	Room is suitably lit and ventilated Water available Wall background is set to buff or pale blue Pupil with literacy difficulties where they have good view of the teacher or learning resources Displays at an accessible height and uncluttered
Celebration of successes	Reward and motivation charts reflect all areas of learning and provide opportunities for individual skills and aptitudes to be recognised
Access arrangements to support self-help and independent learning	Symbols, pictures, www.tandem to support written communication for notices in the classroom, notices around the school, menus in the dining room etc. Written labels with learner friendly fonts – Sanson, comic sans. Resources accessible on tables and walls including word banks, alphabet strips, mini whiteboards and pens/tactile letters (wooden or magnetic) alphabet rainbows, learning mats, glossary of key/topic words with picture cues. Special equipment – self-binding scissors, pencil grips, fidget toys, writing slope, and pencil nakers. Self-advocacy cards
Learner friendly seating arrangements	Mixed groupings to reflect strengths and not just low reading ability Study buddy
Actions to relieve visual stress and aid visual clarity	Colour background to fill Useful tools on wall such as reveal, spot light to manage quantity of information Coloured overlays for reading Use of a variety of colours on the board to separate lines, sections or paragraphs Double line space to break up text.
Visual aids/timetables to help organisation/memory/structure of lesson or potential difficulties	Symbols or digital images, marker or arrow to indicate when 1 the day and time passing. Use of clocks to support time of the day Visual sand timers / fill for support progress with tasks.

These guidelines were collated by Croydon Council from guidance from a range of sources including Dyslexia Action and the Dyslexia Inclusion Development programme.

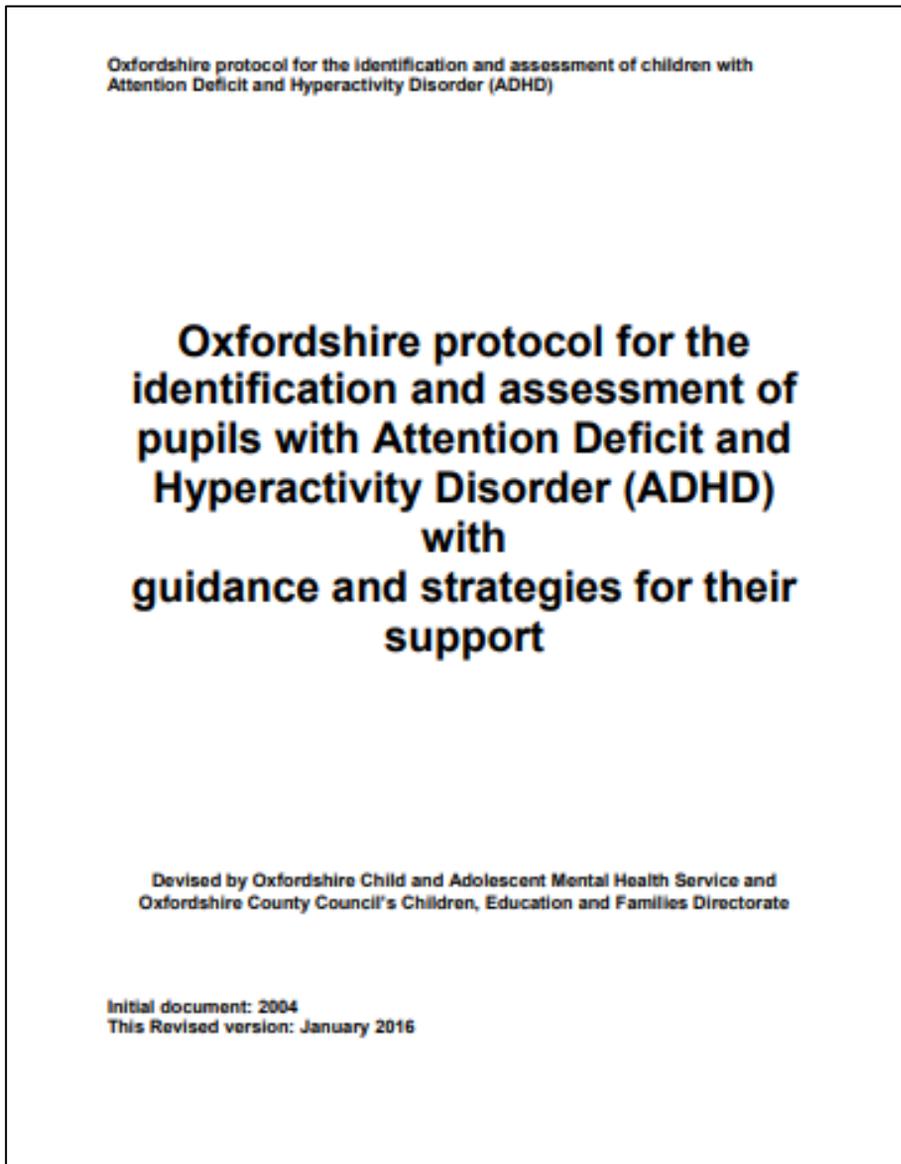
Teaching	
Features	Examples
Objectives clear and build on prior learning Success criteria identified.	Objectives shared verbally and visually and revisited Objectives and success criteria adapted as required.
Regular opportunities to check and demonstrate understanding.	Traffic light cards/ thumbs up. Tell a friend how to ____ Formative assessment
Opportunities for pupils to demonstrate strengths and skills across wide areas of learning – building confidence and self-esteem.	Highlight successes/skills in social interaction skills – group leaders and team work Achievements and attributes in wider areas of learning and extra-curricular activities such as art and drama, problem solving, sport, and debating
Explicit teaching of new technical/topic based vocabulary	Pre learning card for post of new topic technical vocabulary to introduce and embed understanding Display posters and table top glossaries Subject specific dictionaries / word banks Mind maps.
Resources and strategies to support memory and processing skills	Allow take up time to process and respond to questions Chunking tasks into smaller steps Use of post it notes and mini whiteboards to provide prompts and for jotting Task management boards
Resources and strategies that reduce barriers to writing and offer options to alternative forms of recording	Mind maps Computer based recording such as Clicker grids Worksheets on printed coloured paper Worksheets are clear and uncluttered with information chunked. Choice of writing tools Dictaphones and/or digital voice recorders Scribes or buddy writing
Use of language	Planning frames and scaffolded approaches are used to support extended writing tasks Allow extra time for written tasks
Reduce homework load	Target 5 spellings to learn rather than 10 or more Ensure spellings to learn are relevant Alternative forms of recording an option to minimise writing demands Time first time to spend persevere with homework tasks with sign of from parents.

These guidelines were collated by Croydon Council from guidance from a range of sources including Dyslexia Action and the Dyslexia Inclusion Development programme.

Support for specific Areas of Need – SEMH.

In addition to the everyday modifications outlined in the previous pages, Hill View School provides support that is specific to the four broad areas of need. It could look like one or more of the following:

- Praise and encourage child's strengths – ensure they have opportunities to demonstrate their skills to maintain self-confidence.
- 'Catch' the child making the right choice and emphasize positives in front of other pupils and staff (where appropriate)
- Child is given a classroom responsibility to raise self-esteem
- Calming music is played where appropriate
- Brain Breaks are given to allow for legitimate 'moving around' activities
- Interactive strategies are used where possible e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Expectations for behaviour are explicit - clear targets, explanations, modelling
- Time Out and/or use of Reflection Space is allowed through a Time Out card
- Communication is done in a calm, clear manner
- Instructions, routines and rules are short, precise and positive
- Children are listened to, giving them an opportunity to explain their actions. We use a Restorative Justice and Mend It Meeting approach.
- Personal Visual Timetable and 'Now and Next Board'
- Some simple, accessible activities for the child to use as 'calming' exercises
- Communicate positive achievements – no matter how small – with home and encourage home to do the same, e.g. a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet
- Zones of Regulation (at home and school) and planned Emotional Check-ins
- Allow pupil to have a safe place to store belongings and fiddle toys
- Ensure groupings provide positive role models
- Transition from whole class work to independent or group work is taught, clearly signalled and actively managed
- Use a visual timer to measure and extend time on task
- Some use of post-it notes for questions and ideas rather than interruptions
- Provide alternative seating at carpet time if this is an issue
- Legitimise movement e.g. asking the child to take a message, collect an item
- Books and equipment are easily accessible and available for use.
- The child's name is used to ensure attention before giving instructions



More information on ADHD can be found in this Oxfordshire LA guidance found at <http://schools.oxfordshire.gov.uk/cms/content/attention-deficit-and-hyperactive-disorder-adhd>.

This guidance supports Hill View School in identifying, supporting and providing for children with this specific learning difficulty



Support for specific Areas of Need – Physical/Sensory Needs.

Hearing impairment

In addition to the everyday modifications outlined in the previous pages, Hill View School provides support that is specific to the four broad areas of need. It could look like one or more of the following:

- Careful seating that allows the child to see the teacher clearly and also see other speakers, e.g. back to the window, best hearing ear close to the Smartboard
- Verbal instructions are reinforced by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- Child is addressed by name to gain their attention before important information is given
- Background noise is kept to a minimum
- Pre-Teaching Vocabulary, and displays, include visual images as quick reference
- Speech rate is slowed down a little, while keeping natural fluency
- Use of rich and varied language is not limited – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- More thinking and talking time is encouraged
- Careful listening is taught and modelled along with signals when careful listening is required
- Contributions from other children are repeated if needed – their voices may be softer and speech more unclear
- Key words are written on board to focus introduction and conclusion
- Occasional checks that oral information/instructions have been understood
- We face the pupil when speaking
- We keep hands away from mouth
- Listening time is divided into short (ish) chunks
- Visual symbols are used to support understanding



Support for specific Areas of Need – Physical/Sensory Needs.

Visual impairment

In addition to the everyday modifications outlined in the previous pages, Hill View School provides support that is specific to the four broad areas of need. It could look like one or more of the following:

- As many first hand 'real' multi-sensory experiences are given as possible
- Correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye
- Different paper/Smartboard colours are tried out to try to find best contrast
- Lighting is considered where possible, e.g. sitting near and working in natural and artificial – which is most comfortable?
- Shiny surfaces are avoided where possible as they may reflect light and cause dazzle
- Advice from specialist teams is enacted, e.g. appropriate font style and si
- Short spells of visual activity are interspersed with less demanding activities
- Inessential copying from the board is avoided
- Where copying is required, appropriate print size photocopy is available
- If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines
- A range of writing materials are available so that the child can choose most appropriate to maximize vision
- Verbal explanations are used when demonstrating to the class, e.g. reading out aloud as we write on the board
- The sharing of texts/iPads is avoided unless doing so is a priority for social reasons e.g. working together on a project.
- We avoid standing in front of windows so our face does not become difficult to see
- The pupil is addressed by name to get their attention



Support for specific Areas of Need – Physical/Sensory Needs.

Co-ordination Difficulties

In addition to the everyday modifications outlined in the previous pages, Hill View School provides support that is specific to the four broad areas of need. It could look like one or more of the following:

- Activities are broken down into small chunks with praise for completing each part
- A range of different pen/pencil grips are available
- A range of line spacings are available
- Sequencing skills are taught, encouraged and/or supported
- Cue cards and Task Management Boards are available and may help the child to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.
- Minimise unnecessary copying, e.g. of date/Learning Question
- Organisation of classroom is maximised to allow free movement
- The child is allowed plenty of space to work – where space allows, he/she is placed next to a ‘free’ desk?
- Left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating allows pupil to rest both feet flat on the floor, with appropriate table/chair heights so that desk is at elbow height
- Sloping desk provided if needed
- Child is positioned so he/she is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Child is seated where there are minimal distractions e.g. away from windows and doors
- Oral presentations, or different ways of recording ideas are used as an alternative to some written work
- Lined paper with spaces sufficiently wide to accommodate pupil’s handwriting
- Mark starting point for each line with a green dot
- We attach paper to desk with masking tape, or provide a non-slip writing mat to avoid having to hold with one hand and write with the other

 Leicestershire County Council  Leicester City Council  Rutland County Council  Leicestershire Partnership NHS Trust

SENSORY PROCESSING RESOURCE PACK: FOR SCHOOLS KEYSTAGE 1- 4

Supporting Children with Sensory Processing
Differences in School Settings



Version 1 – Jan 2014
Version 2 – March 2014
Version 3 – April 2014
Version 4 – September 2015

Following Assessment of need via the Sensory Checklist from Raising a Sensory Smart Child, © Biel & Peske, 2005, this guidance supports Hill View School in supporting and providing for children with this specific physical difficulty

How accessible is the school environment?

Supporting pupils with physical needs

- We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life.
- The schools accessibility plan is updated annually and can be viewed on the school website.
- The plan also outlines actions the school intends to take to further develop access and inclusion for pupils with disabilities.
- We access support from the LA SENSS Team to ensure our provision is relevant, reasonable and helps develop your child's access and independence on a case-by-case basis.
- Our school has ramps at each change of level, and lifts to get to a second floor.
- Our school has outside areas of various surfaces, so that all children can access sports.



Supporting pupils with medical conditions

- Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with their healthcare plan (*see our Supporting Children with Medical Conditions Policy*).
- Our Supporting Children with Medical Conditions Policy and Intimate Personal Care Policy can be downloaded from the school website: <https://hillview-school.co.uk/information/policies-and-forms>
- Depending on specific needs of your child a more personalised access plan or individual health care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis. The leader of support for children with medical needs is Mrs Dawn Marshall-Hopkins.

Standardised Tests - Access Arrangements.

Access arrangements are the principal way in which we comply with the duty under the Equality Act 2010 to make reasonable adjustments.

At Hill View School, we do our best to ensure that those pupils who require Access Arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working.

The SENCo works closely with all teaching staff in completing the application to the awarding bodies. Please see the Year 5/6 Leader, Ginia O'Connell, if you feel your child needs Access Arrangements for SATs and she will liaise with SLT and SENCo to begin the process of seeing whether your child qualifies.

Access Arrangements might include one or more of the following, if your child meets the criteria:

- Someone to read the questions in Maths tests (they can only read word for word, not explain)
- Taking the test in a small room away from the rest of the children (there would still be someone invigilating)
- The company of a Learning Mentor for reassurance (they can't help in any way)



After adaptations – Targeted Intervention

At Hill View School, we offer a broad and balanced curriculum for all children. Details of our curriculum can be found on the school website <http://hillview-school.co.uk/curriculum/> It is our intention that all children access, enjoy and thrive through this curriculum – regardless of additional need.

Where it has a positive impact on the progress of an individual child, we also offer a range of evidence based **materials and equipment** across the school for children with SEND, e.g. Numicon in maths, iPads, Dyslexia-friendly font/line spacing, Wobble cushion, chew toy.

Targeted Intervention provision for children with SEND is additional to those provided as part of the school’s usual curriculum strategies. Such provision may be part of their Edukey SEND Plan. We offer a range of evidence based intervention programmes across the school for children, including those with SEND – see below.

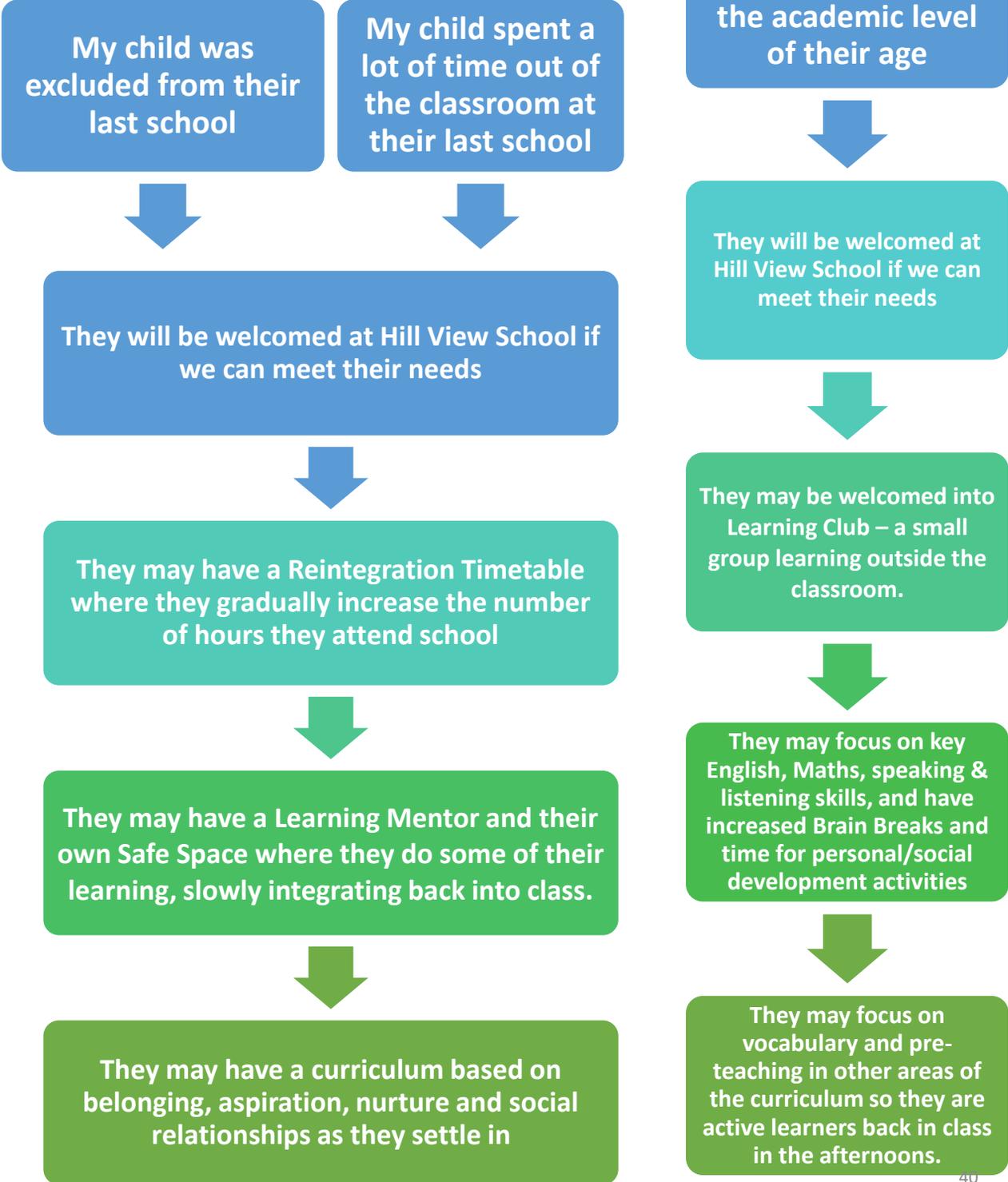
We use best practice advice from the nationally recognised EEF <https://educationendowmentfoundation.org.uk/school-themes> They are short term and often led by a trained TA linked to the child’s class. They are managed carefully so that children miss minimum curriculum time.

To accelerate progress in maths	To accelerate progress in language and literacy	To accelerate progress in physical development	To accelerate social and emotional development
<p>NumSkills</p> <p>First Class @ Number</p> <p>Target Ladders: Dyscalculia</p> <p>Power Maths Pre-teaching</p> <p>TTRockStars</p> <p>Learning Club (bespoke curriculum)</p>	<p>TalkBoost</p> <p>FFT Reading Recovery and/or 1:1 Reading</p> <p>Fresh Start Literacy programme</p> <p>Pre-teaching Vocabulary</p> <p>Speech & Language programmes of work</p> <p>Target Ladders: Dyslexia</p> <p>Language for Thinking</p> <p>Precision Teaching and Toe-by-Toe</p> <p>Learning Club (bespoke curriculum)</p>	<p>Target Ladders: Developing Co-ordination</p> <p>Physiotherapy programmes of work</p>	<p>Mentoring</p> <p>Rainbow Room nurture space</p> <p>MHST Counsellor</p> <p>Social Stories</p> <p>Talkabout Self-Esteem and self-awareness</p> <p>Talkabout Social Skills</p> <p>Talkabout Friendship Skills</p> <p>Practical Pragmatics</p> <p>Lego Therapy</p>

A Bespoke Timetable or Curriculum

At Hill View School, we offer a broad and balanced curriculum for all children. It is our intention that all children access, enjoy and thrive through this curriculum – regardless of additional need. We adapt and intervene to make this possible.

Very occasionally (currently 0.6% of the school), the Headteacher and SENCo plan an innovative and bespoke timetable for an individual in order to support their wellbeing and maximise the chance of their success. This will not be long-term. We follow LA Guidance, parents are informed and it is explained to the child.



Learning Club

Hill View School is proud of its tradition of innovating the curriculum to best suit our individual learners in each cohort. Our successful pilot project of 'Learning Club' last year, has continued to go from strength to strength in parts of the school this year too.

Learning Club provides a relevant, bespoke, life skills curriculum. It's aim is to build the child up to an internal feeling of Inclusion, with something to offer their class and also Inclusion in society as a whole.

Key Stage 1 Learning Club is for children with high levels of SEND who have come into Year 1 not quite school-ready.

Key Stage 2 Learning Club is for those children who are least two years behind their age group and are beginning to feel overwhelmed by the classroom's sensory and social expectations.

Learning Club lessons are planned by the SENCo with Middle Leaders and a Lead TA. The children are in Learning Club for most of every morning, joining their classes for the unifying and social parts of the morning such as Registration, Phonics and Breaktime. Children 'graduate' out of Learning Club when they are ready.



The benefits of Learning Club are many and varied, including:

- The small groups means there is more adult interaction, attention and listening for every child
- Children build confidence, friendship and social skills. They enjoy learning with like-minded peers, learning and practising key social skills (e.g. sharing) and learning behaviours (e.g. patient hands up.)
- The Pre-teaching of key vocabulary and themes in science, arts and humanities means the children take a very active part in lessons in the afternoons in class – occasionally a leading role. This is wonderful for both academic and self-esteem development.
- Learning can be tailored to activities which better stick – physical, games-based, arts-based and story/drama all feature regularly
- Time can be taken on key maths and English skills, over-learning things that matter greatly to key understanding later on. The slower pace helps things stick more.
- Lessons can be more based on special school principles, e.g. linking lessons to life skills and relevant contexts, lots of physical movement, social skills around sharing snack, lessons being broken into small manageable chunks, primarily kinaesthetic activity.
- There is an emphasis on speaking and listening, with key principles advised from outside agencies embedded into every lesson.

How will my child be included in activities outside of the classroom?

Extra-Curricular Clubs

- We undertake additional planning and risk assessments to ensure that children with SEND can take part in the wide range of extracurricular activities the school offers.
- We are proud of our inclusive wraparound care. We regularly monitor physical resources, attendance and staffing at Breakfast Club and Tea Club to make sure that pupils with SEND are able to access these enrichment activities. We make adaptations on a case-by-case basis where we can.

Sports and Arts events

- At Hill View, we frequently see children who find some aspects of school life tricky flourish in sports and arts.
- We choose participants on sporting/artistic merit, or in accordance with the criteria given to us by the organiser. We then undertake additional planning and risk assessments to ensure that children with SEND can take part if they meet the criteria.
- We are proud of the sporting/artistic success of several children with SEND or vulnerable to SEMH issues.
- The Sports Coach and SENCo complete an annual analysis of numbers of competitors with SEND, and talk to them about the impact events have had on their self-esteem and wellbeing.



Educational Visits

- All children are included in activities and trips in accordance with duties under the *Equalities Act 2010*.
- All children are open to the opportunity of the Year 4 Residential trip to Hooke Court and the Year 6 residential trip to Stone Farm.
- We undertake additional planning and risk assessments to help children with SEND to take part in school outings and residential trips. We then adapt them as much as practicable. We involve the child and family where the Risk Assessment suggests a bigger adaptation may be needed.
- We talk to parents when planning trips so that everyone is clear about what will happen.
- If possible, additional support staff, and/or the SENCo will attend a day/residential educational visit to help a child with complex SEND to take part.
- Occasionally, additional enrichment trips are planned for children with SEND, of those accessing Learning Club or Rainbow Room, so that they can practice their developed skills in a new context. In these cases, we increase the adult:child ratio, so that all children can access the opportunity safely.

How are the school's resources allocated and matched to children's SEND?

Hill View School, as part of normal budget planning, have a strategic approach to using resources to support the progress of pupils with SEND. Additional support for any child will be provided by the school, up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding and an application to the Local Authority will be made for top-up funding or an Educational Health and Care Plan as appropriate.

The SENCo is always keen to hear about additional funding options, including grants, charities and the PTA. Please contact the SENCo if you would like to work together on this.

The SENCo, together with Headteacher and Governors, plan and prioritise the funding available for resources with consideration for: individual needs, types of needs and proportion of children benefitting from the resource. Resources include:

- SENCo
- Teaching Assistants (TAs)
- Training for all staff
- The Rainbow Room and Learning Club
- Outside expertise including Educational Psychologist and Counsellor
- Educational materials to help adapt teaching and learning
- Assessment and screener licences/credits



Additional Adult Support

Teaching Assistants support children with SEND to achieve the targets on their SEND Plan and personal development, but also support them more widely in class through the following:

STUDENT INDEPENDENCE

The evidence couldn't be clearer: pupils with SEND who experience high amounts of teaching assistant (TA) support are at risk of developing learned helplessness. None of this is a reflection on TAs, but a recognition of how a core part of SEND provision has evolved, largely unchallenged. The good news is that one of the most promising ways to get TAs to foster pupil independence – and dial down dependence – happens to be one of the least expensive to implement.

SELF SCAFFOLDING The TA's default position is to observe pupil performance, allowing time and space for them to process, think and try the task independently. TAs need to get comfortable with pupils struggling a bit and recognise this as an essential component of learning.

PROMPTING This is where TAs might intervene with a nudge: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

CLUEING Often pupils know the problem-solving strategies that prompts are designed to elicit, but they find it difficult to call them to mind. Clues are a question or small piece of information to help pupils work out how to move forward. They should be drip-fed; always start with a small clue.

MODELLING Prompts and clues are less effective when pupils encounter a task that requires a new skill or strategy. This calls for layer four: modelling. TAs, as confident and competent experts, can model while pupils actively watch and listen, then try the same step for themselves afterwards.

CORRECTING Correcting is where TAs provide answers and requires no independent thinking. Avoid.

5 STEP TEACHING ASSISTANT MODEL TO INCREASE STUDENT INDEPENDENCE

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The Use of Outside Agencies

When a child at Hill View School is identified as having SEND, we have the confidence and expertise to make the necessary reasonable adjustments and modify our environment and teaching and learning. This is called the child's **Provision**, i.e. what we provide to help them gain confidence, independence and succeed. It can be everyday, short-term or long-term.

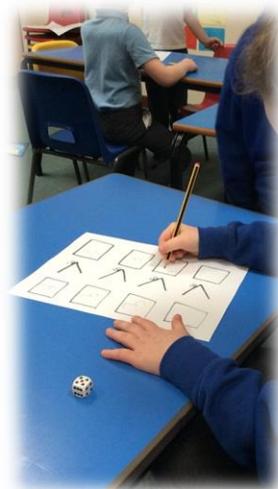
In some cases, children with SEND need additional, focused work to help them achieve a target. This is called an **Intervention**. It is conducted by a familiar adult (teacher or TA), planned and resourced with the SENCo, and takes place within the classroom where possible so that children miss minimal curriculum time.



Hill View School bases these on research, primarily from the EEF.

Sometimes additional guidance is used to inform best practice. In these cases, guidance is gained from a range of **outside agencies**. Their expertise can guide both Provision and Intervention.

For assessment and advice from most of these services a Referral Form must first be completed by the SENCo, and the level of input from the outside agency will then depend on the child's level of need. The outside expert may see your child as part of a group, or on a consultancy basis with the SENCo. Where a SEND is more complex and an EHCP is being considered, the outside expert may observe and write a report on your child. Note this change of service from outside agencies from Sept 2019.



What specialist services or expertise are available at or accessed by the school?

Hill View School calls upon the expertise of a range of support services. These services are contacted after consultation with the Headteacher or SENCo, and with the full agreement of parents.

The SENCo holds contact details and Referral Forms for other agencies and support services. These can also be found in the LA's Local Offer information on their website <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>
This Information report details which agencies Hill View School has worked with in the last 12 months:

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical Difficulty
<p>Community Paediatrician https://www.ouh.nhs.uk/children/services/medical-services/community/default.aspx</p> <p>Educational Psychologist https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=BrbWJr4zZko</p> <p>OXSIT http://www.oxsit.org.uk/</p>	<p>EYSENIT (for children in Nursery) https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=ezsMIND7rA</p> <p>SENSS Team: C&I(ASD) Advisor https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=Pt3NNmbgPU E%20</p> <p>Speech and Language Therapist https://www.oxfordhealth.nhs.uk/service-description/speech-and-language-therapy-oxfordshire/</p> <p>CAMHS NDC Pathway</p> <p>Community Paediatrician</p> <p>Talk Therapy https://speechtherapywarwickshire.co.uk/</p>	<p>Mental Health Support Team (based in school)</p> <p>CAMHS https://www.oxfordhealth.nhs.uk/camhs/online/</p> <p>Fegan's Counsellor https://www.fegans.org.uk/</p> <p>Nicodemus Project https://www.nicodemuscharity.org.uk/</p> <p>Community Paediatrician</p> <p>Educational Psychologist</p> <p>The Gallery @ Longford Park https://thegallerytrust.co.uk/schools/</p> <p>Northern House School and Virtual School Attachment Consultant</p>	<p>SENSS Team:</p> <ul style="list-style-type: none"> - Hearing Impairment Advisor - Visual Impairment Advisor <p>https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=Pt3NNmbgPU E%20</p> <p>Community Paediatrician</p> <p>Physiotherapist: https://www.oxfordhealth.nhs.uk/childrens-community-physiotherapy/</p> <p>Children's Occupational Therapist: https://www.oxfordhealth.nhs.uk/childrens-occupational-therapy/</p> <p>School Health Nurse https://www.oxfordhealth.nhs.uk/school-health-nurses/</p> <p>Health Visitor (for children in Nursery)</p>

What training have staff supporting pupils with SEND had or receiving?

Teachers and TAs

At Hill View School, we all love learning and developing our practice, based on research and innovations. Every staff member is encouraged to develop their expertise and is invited to in-school training. Provision for pupils with SEND is included in our regular monitoring of quality of teaching across the school. This helps to identify priorities for our ongoing programme of CPD to support whole school inclusive practice and to support new or less experienced staff.

Training needs are also identified in response to the needs of individual pupils, and staff appraisal. All staff complete several mandatory training courses linked to SEND/Pupil safety and wellbeing, plus others in their own areas of interest, e.g. attachment theory. For this, we use:

EduCare[®] Part of tes

Teachers and TAs

- Our teachers are trained in Quality First Teaching, SEND Identification and Support, Autism Education Trust training and Attachment & Trauma Informed Schools training. All teachers and TAs have had a wide range of training which is disseminated to other teachers through our weekly afterschool INSET or our full INSET days, which both teachers and TAs attend.
- Our Teaching Assistants have received specialist intervention training appropriate to the provision they offer.
- The induction of NQTs, Apprentice TAs, new staff (and volunteers as needed) includes sessions with the SENCo on the school's policy and SEND procedures.
- There is a weekly Working Breakfast/Drop-in session offered by the SENCo for all staff to chat through support and advice.
- Where needed, we use the following training providers to access training:



Outside Professional Support for staff

Where a programme of work is planned for an individual child by an outside agency, *as a minimum*, the SENCo plus one TA is trained in it's delivery, e.g. physiotherapy, S<.

Where an outside agency has observed, assessed and generated ideas for targets / support strategies for an individual, *as a minimum*, SENCo plus the class teacher plus one TA is involved in the resulting feedback and planning.

Annually, teachers are invited to attend a 1:1 consultation with an Educational Psychologist to discuss ideas for the support for those in their class.

Annually, all teachers and TAs attend bespoke training, as needed from:

- Speech and Language (Talk Therapy and NHS)
- SENSS Autism Advisory Team

Specific Training and qualifications

We have at least one member of Hill View staff trained in:

- Emotional Literacy Support Assistants (enhanced knowledge and skills to support children to manage feelings and make positive relationships)
- First Class @ Number (KS1, Y3/4 maths)
- Read Write Inc (EY, KS1, Y3/4 phonics, reading, spelling)
- Fresh Start (KS2 literacy)
- Team Teach (de-escalation and positive handling) and advanced Team Teach
- Lego Therapy (communication skills)
- Early Help Assessments
- Talk Boost (EY speech and language)

The SENCo is qualified at post-graduation level with the NASENCo Award and is also trained in:

- Designated Teacher of LAC [VSLAC training]
- Advanced Team Teach [Point 5 training]
- Specialist Safeguarding [OSCB training]
- Specific Learning Difficulties [OCC training]
- Autism Level 2 [AET training]
- Early Help Assessment [OSCB training]

The SENCo also attends:

- The United Learning Annual SEND Conference

And is member of the following SENCo Networks, meeting throughout the year to share best practice:

- The Banbury SENCo Partnership
- OXSIT
- United Learning Oxfordshire/Swindon SENCo Cluster



What support will there be to support my child's overall well-being?

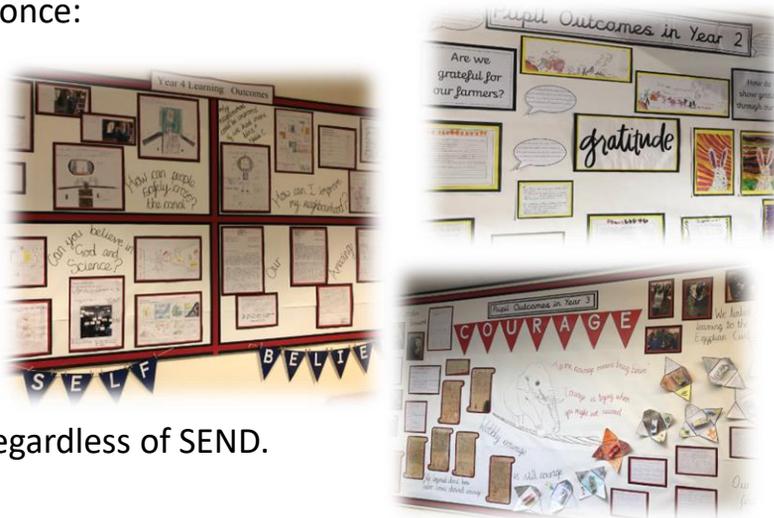
Everyday learning to encourage wellbeing

Hill View School is a relationships-led primary school. We aim for everyone in our school to have high aspirations of themselves and be ready and equipped for each next stage of their academic career. Our school values, along with the opportunities for children to learn through cooperation, teamwork and resilience, promote the development of the 'whole' child. Wellbeing helped by respect for themselves, each other and those around them is of great importance to our school community.

Learning about Wellbeing

Our curriculum is led by values that promote well-being. Our learning across the curriculum is underpinned with six wellbeing concepts, each focused on for 6 weeks by the whole school at once:

- Autumn Term 1 - Self-Belief
- Autumn Term 2 - Courage
- Spring Term 1 - Fairness
- Spring Term 2 - Empathy
- Summer Term 1 - Honesty
- Summer Term 2 - Gratitude



This is vital learning is for all – regardless of SEND.

We follow the 'Safeguarding Children in Banbury' (SCIB) programme as part of PSHE – every child, regardless of SEND, takes part in these lessons with the aim that they will all have an understanding of how to keep themselves safe now and in the future.



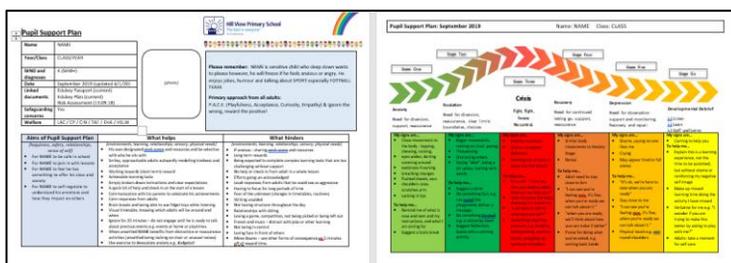
Assemblies

Our assemblies have a strong focus on well-being and valuing difference. All children, regardless of SEND, attend assemblies, and those who need extra support to access the assembly content or environment have it in the form of adult support. We use Picture News with the aim of helping children think about others and themselves in relation to local, national and global events.

Children with SEND always feature in our Monday Awards Assemblies, as the school values are celebrated at that time - Confidence – Respect – Determination – Ambition – Creativity – Enthusiasm.

Additional support to understand and increase wellbeing of SEND

At Hill View School, we understand that some children with SEND need a bit of help with their self-esteem. Our Plans and profiles (Passports) for children with SEND have a section for teachers to share strengths and strategies to support the whole school experience so that a feeling of self-worth is developed. For children who are additionally vulnerable to poor wellbeing, we write a Pupil Support Profile (PSP) which is based on the Six Stages of Crisis.



Classroom support

We use the Zones of Regulation approach to understanding, labelling and regulating our feelings. You will see active interactive displays of this in every classroom, so children can express how they feel quickly and easily, and be helped to feel calmer or happier quickly as a result. We have a resource to help families use this at home too.

Opportunities for children with SEND to be heard

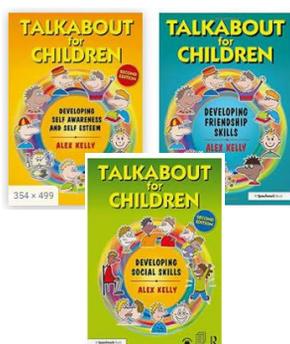
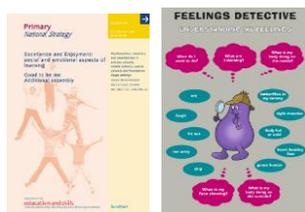
All children have all opportunities at Hill View School. We allow for Pupil Voice through an annual survey, and collecting the opinions of children with SEND towards their learning and SEND Plans several times a year. There are also chances to speak up about wellbeing through:

- Being represented in Pupil Leadership
- Availability of a school Worry Box, followed by 'Check in and Chat' with Kim
- 'Check in and Chat times with Mrs Simons at The Rainbow Room

Wellbeing interventions and services

Extra work to understand and express wellbeing needs are offered through:

- School Counsellor and Mental Health Support Team worker
- Additional Personal, Social and Health education using the SEAL Programme (Social and Emotional Aspects of Learning webarchive.nationalarchives.gov.uk/20110218194057/national_strategies.standards.dcsf.gov.uk/node/66394)
- 'Practical Pragmatics' programme in the Rainbow Room
- Interventions planned with the SENSS Team, based on the Talkabout series
- Support in accessing CAMHS
- 'The Nicodemus Project' for Year 5/6 children who may be deemed to be at risk of factors that will damage their wellbeing now or in the future <https://www.nicodemuscharity.org.uk/>
- The Rainbow Room nurture space



The Rainbow Room

Mrs Simons, Rainbow Room Leader



At Hill View School, we are extremely aware of how a child’s wellbeing and how they feel about themselves has a massive effect on their success, both in and out of school. With that in mind, we have a popular facility for our children called *The Rainbow Room*.

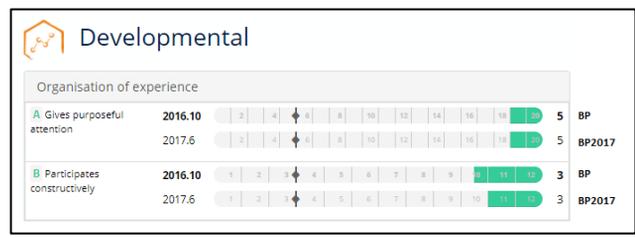
The children are nominated by class teachers or Welfare Leads whenever they see the child could benefit from spending some more time learning about personal and social skills. You can refer your own child to *The Rainbow Room* by talking to your child’s class teacher.

The Rainbow Room sessions can be for any child in our school, regardless of age, SEND or ability. Around 25 children per term benefit. Depending on the types of needs, children will experience the Rainbow Room provision on a 1:1 basis, or as part of a pair, or as part of a group of around 8 children. The children all have a Boxall Profile, and are then allocated a group according to need, e.g. anxiety, managing anger, self-esteem.

The sessions are an extension to the usual classroom nurture approach and the Personal, Social and Health Education (PSHE) work that happens in lessons. It is also an opportunity for them to step out of the pressures of the structured school day. Work they do is displayed in *The Rainbow Room* and in scrapbooks. The Family Session at the end of each block is a chance for the children to show this off. Just as any classroom there are areas for sharing stories, circle times and for completing tasks, there is also ‘snack time’ where children are able to sit as a group to share a snack, and some trips off-site where children apply their developed skills to new contexts.

You will be sent a letter asking for consent if your child is chosen to be part of a Nurture Group in *The Rainbow Room*. Progress in the sessions will take time, as personal and social skills build in steps, but you will be informed of the achievements of your child. The children will add to a scrapbook in each session, where they will reflect on key moments and developments they have experienced in that session.

The children assess themselves at the start and the end of their Rainbow Room block. We use questions based on the Stirling Children’s Wellbeing Index.



Class teachers complete a Boxall Profile for every child chosen for the Rainbow Room. This helps us to see what specific barriers to wellbeing the child has, and also allows us to set targets and measure their progress.

Hill View 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.

Every staff member has an 'open door attitude' and children have several additional ways in which they can talk to staff about their concerns about bullying. These include: the school Worry Box, The School Counsellor or 'Check in and Chat' times with Kim or Mrs Simons. Everything is listened to, taken seriously and is recorded on CPOMS. There are always actions taken.



Specific teaching of Anti-Bullying

Relating our school days and conduct to the school values of *Confidence* and *Respect* are a way of reminding all our children of the characteristics of children who are against bullying and stand up to bullying, including those with SEND and those developing wellbeing,

Our Anti-Bullying Policy can be downloaded from the school website: <https://hillview-school.co.uk/information/policies-and-forms>

As well as our everyday practice, we use times through the year to highlight Anti-Bullying and keeping ourselves and others safe:

Anti-bullying Weeks:

We hold this at least once a year. The weeks focus on respecting ourselves and others and understanding difference. It focuses on understanding what bullying is (S.T.O.P. - Several Times On Purpose) and on sharing worries about themselves and others (S.T.O.P. - Start Telling Other People) and acting to support each other if

Online Safety Weeks:

These focus on both protecting and respecting ourselves and each other through safe use of the internet. All children, regardless of SEND, take part in these lessons.

Developing wellbeing through contribution to society

At Hill View School, we have high aspirations for all our children, regardless of additional need. We believe all our children have the potential to become valued members of their community.

However, we also understand that some children with SEND are still trying to work out what they can contribute to society. We help children with SEND to understand this more through specific charity work. Across each year, our Learning Clubs and other SEND groups organise charity events or events to support our school or local community.

This involves many **life skills**, and a lot of **meaningful curriculum work** in a very relevant context, helping children with SEND to realise where **skills are very important for success**:

- Planning events (notes, research, survey)
- Preparing events (art, advertising, letter-writing)
- Creating events (cooking, crafts, instructions)
- Running events (speaking & listening, time-keeping, safety)
- Banking from events (money)

This year, our charities are:

Macmillan Nurses – this is close to the hearts of many of our staff and parents



Let's Play Project – many of our TAs also work at Let's Play, and many of our SEND children and families use the brilliant services of this local SEND group

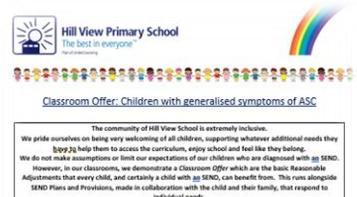


<https://letsplaybanbury.org/>

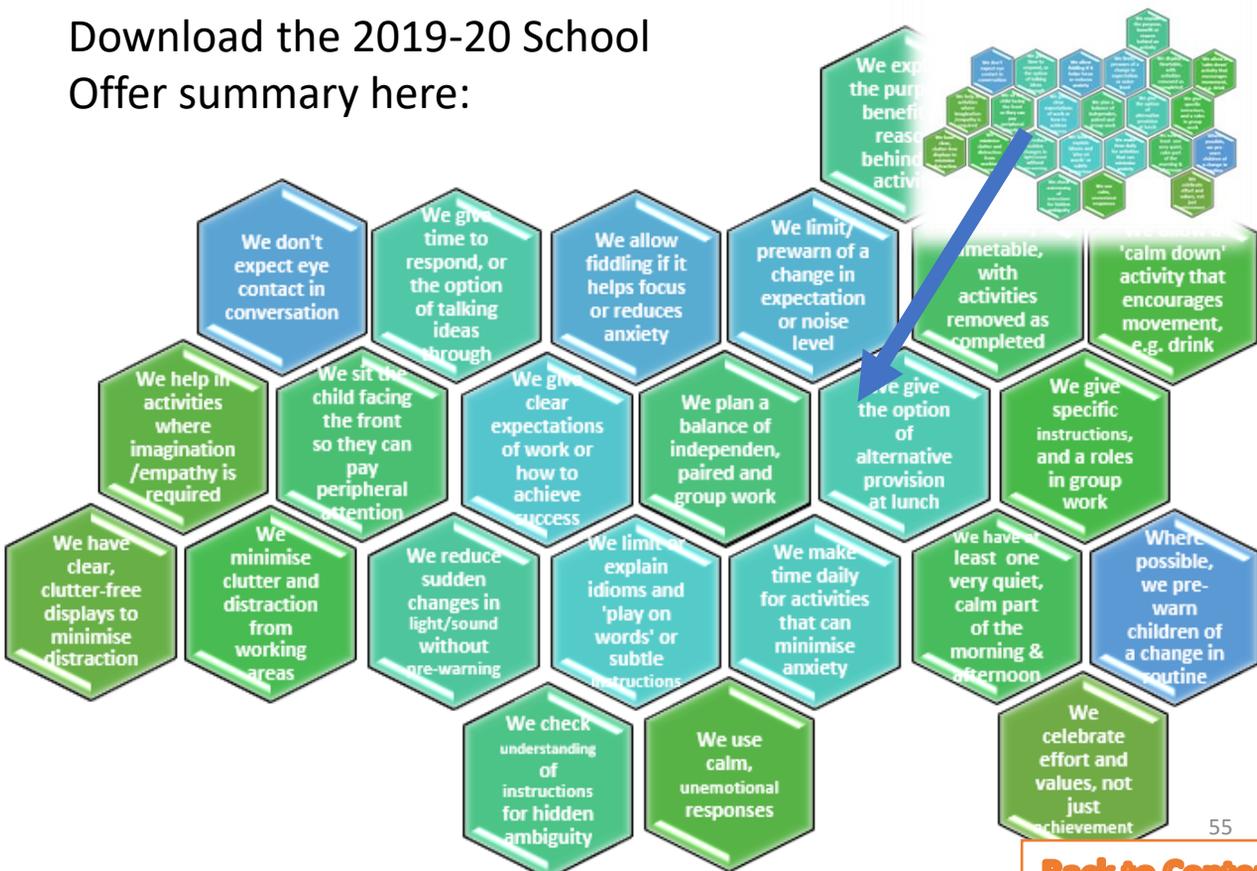


Support for SEND I will see at Hill View School – Summary.

In class PROVISION	In/Out of class targeted INTERVENTION – these are also known as ‘Provisions’ on Edukey!!!
<ul style="list-style-type: none"> • Everyday additional support from TA/Teacher • In-class Pre-Teaching, Checking or Consolidation work by a TA/Teacher • Constant ‘reasonable adjustments’ and modifications of resources and expectations by the teacher • Recorded as ‘Strategies’ by Teacher on Edukey Passport and Pupil Passport (if being seen by outside agencies) • Recorded on Individual Provision Map of SEND+ • Impact measured by PIRA, PUMA and progress through Classroom Monitor 	<ul style="list-style-type: none"> • Short term to address a specific issue, usually less than one term • Delivered by a Teacher or TA, in the classroom or out of class • Recorded as ‘Provisions’ by SENCo on Edukey • Recorded on Individual Provision Map of SEND+ • Impact measured by Pre- and Post-Assessment and the pre-assessment conducted by the intervention leader/SENCo • Impact on learning behaviours measured by QCA Behaviour Scales/Boxall



Download the 2019-20 School Offer summary here:



How will the school support my child in transition?

Starting school

Places are allocated in accordance with the Admissions Policy, see hillview-school.co.uk/information/admissions and we encourage prospective families of children with SEND to visit once without their child, and once with their child, so that all relevant information can be shared in an open way, and change of plans and provisions between settings can be smooth. More information can be found at:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/early-years-education>

We use the Oxfordshire Early Years Toolkit to guide our practice:
<https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/sen-support-providers/early-years-sen-toolkit>
 And:
<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/advice.page?id=kGU1Nyfwyl>

Joining Hill View School in Early Years

- Our brand new Nursery facility prides itself on it's calm environment, and we are also proud of the free-flow combination of small world, construction, role play and crafts based child-initiated activity of both that and our Foundation Stage Reception classes. Both areas of our Early Years Unit have enclosed gardens and some sensory areas/quiet spaces, meaning we are able to cater for young children with SEND well.
- Early Years staff meet parents of all enrolled children before they start school, as well as the children themselves. They make a Home Visit and hold Open Days and mornings where parents can stay and play with their children. For children who are already recognised as having SEND, the SENCo meets with parents and staff from feeder nursery settings prior to pupil starting school. Relevant paperwork is usually transferred during these meetings.
- We might meet with the Early Years Special Educational Needs Inclusion Teacher (EYSENIT) or the child's Health Visitor if appropriate. If any particular transition arrangements are required, a plan will be drawn up following this meeting, e.g. a programme of additional visits, or a slower integration plan using a part-time timetable.
- No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.
- After the child has settled in, the SENCo may arrange a meeting to complete discuss the SEND Policy with parents/carers and complete the identification and planning work as outlined earlier in this report. Hill View School may have slightly different systems to previous nursery settings/schools, and so transferring to the Hill View procedures and documentation will be done in your child's first term with us.



How will the school support my child in transition?

Joining or leaving Hill View School part way through your education

Joining Hill View School part way through education

- No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision. More on our Admissions arrangements can be seen here: <https://hillview-school.co.uk/information/admissions>
- The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.
- If a child joins Hill View School part way through their Early Years Foundation Stage or Primary school career, their previous setting will be contacted to request historical SEND records. These will be examined by the SENCo and the class teacher before outcomes are planned for, alongside the parents/carers and child. The SENCo will often call the other school directly for further information.
- After the child has settled in, the SENCo may arrange a meeting to discuss the SEND procedures with parents/carers and complete the identification and planning work as outlined earlier in this report. Hill View School may have slightly different systems to their previous school, and so transferring to the Hill View documentation will be done in your child's first term with us.

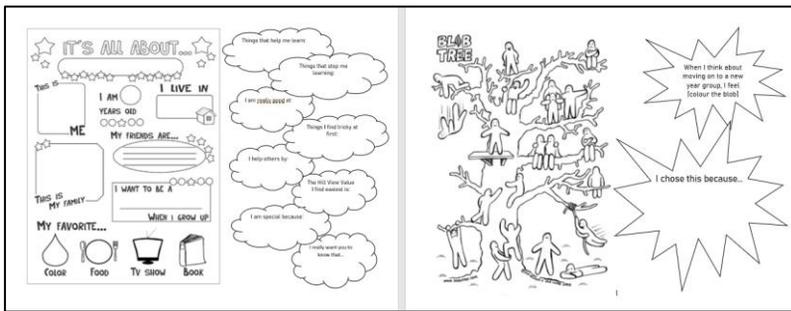
Leaving Hill View School part way through Primary School

- For any child transferring away from Hill View School during their school career, a summary sheet detailing assessment data and relevant information is passed on to the new school. For any child with recognised SEND, all records will be passed on, by hand where possible or via recorded delivery, to the new school as soon as possible.
- The SENCo and/or class teacher will have a telephone conversation to talk through the child's Hill View SEND Plan and provision too, and where necessary, have a face-to-face meeting to discuss case histories and documentation. We will share information about special arrangements and support that has been made to help your child achieve their learning goals.
- More information on moving schools can be found at www.oxfordshire.gov.uk/admissions.

How will the school support my child in transition? Moving through Hill View School

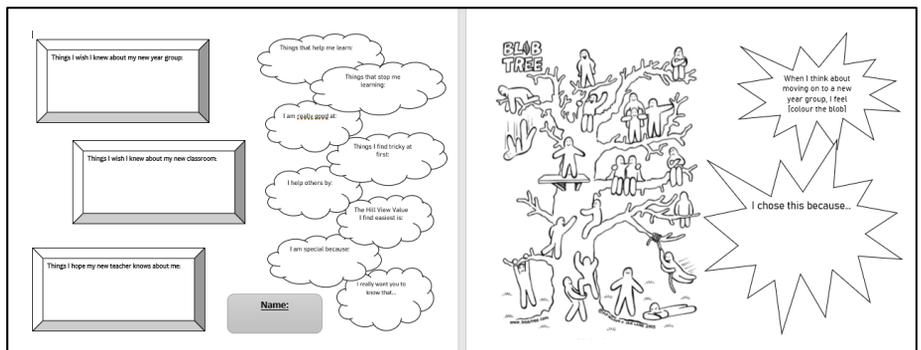
Moving through Hill View School

- The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer. Old and new teachers and TAs meet together at length to review Plans, support, strategies and Pupil Support Plans.
- Children with higher levels of need take part in a Summer Term Transition Project. The aim of this is familiarise them with their new classroom and staff they will be linked with in the forthcoming year.



Week / Date	Teacher task	Activities
Wk 17 th June FIND OUT MY NEW YEAR GROUP AREA	<ul style="list-style-type: none"> Ensure Passports are up to date 	<ul style="list-style-type: none"> NI About Me - what do I want my new TA to know Show my work to my new TA Go to my new year group area when the class are out at PE Mrs Jeavons share Transition Plan with staff and parents of SEN Give Mrs Ferrera a list of 5 friends who I would love to be in my class if that is possible
Wk 18 th June	<ul style="list-style-type: none"> Ensure Passports are up to date by the end of this week 	<ul style="list-style-type: none"> What do I want to ask my new TA Go to my new year group area when the class are out at PE to borrow a book/requirement Show my work to my new TA Make a map of my routes to/from my new year group area and other areas of the school Make a list of questions about my new year group with my family
Wk 17 th June FIND OUT WHO MY NEW TA IS	<ul style="list-style-type: none"> SEN Reviews 	<ul style="list-style-type: none"> Go to my new year group area to run an errand Ask my new TA a question What is the same about my new classroom? Give my All About Me to my new TA Add to my map things that make me feel excited and things that make me feel nervous Make a wish list about moving on with Mrs Jeavons Add to my All About Me for my new teacher with my family - Passport format
Wk 24 th June	<ul style="list-style-type: none"> SEN Reviews 	<ul style="list-style-type: none"> All About Me - what do I want my new teacher to know Go to my new classroom to run an errand Ask my new TA a question Add to my map things that make me feel excited and things that make me feel nervous Go through my list of questions about next year that I made with my family with my new TA Who Jeavons meet the Buddies to discuss their role
Wk 1 st July FIND OUT WHERE MY NEW CLASSROOM IS	<ul style="list-style-type: none"> Ensure all Reviews are done by the end of this week 	<ul style="list-style-type: none"> Make a list of what I need for my new class What is different about my new classroom? Meet my Buddy - someone from the classroom I will be in next year Visit my new classroom for the morning register Give my All About Me to my new teacher (as a representative of the year group I will be in - I won't know I'll be with them next year). Chat about it in Assembly time. Add to my wish list about moving on with Mrs Jeavons and my new TA
Wk 8 th July FIND OUT ONE FRIEND WHO IS IN MY NEW CLASS	<ul style="list-style-type: none"> New IPP/PA created jointly between all 2023-24 and 2023-24 staff 	<ul style="list-style-type: none"> Give a delivery job around the school with my Buddy and maybe my TA Show my new teacher my work for praise (as a representative of the year group I will be in - I won't know I'll be with them next year) Visit my new classroom for after lunch reading or similar Make a wish list of my new classroom and give it to my new TA to discuss with my new teacher.
Wk 15 th July FIND OUT WHO MY NEW TEACHER IS	<ul style="list-style-type: none"> Parents Evening Update Y1/S/S Passports together with new staff 	<ul style="list-style-type: none"> Give a job around the school with my Buddy and maybe my new TA Show my new teacher my work (as a rep of the year group I will be in) Make a different name chart with my Buddy Formally get told about my new teacher - meet them on Friday pm Visit my new classroom for after lunch reading or similar
Wk 22 nd July	<ul style="list-style-type: none"> Update Y2/S Passports together with new staff 	<ul style="list-style-type: none"> Transition Meetings with rest of the class Take my things to my new classroom Make a wish list of my new classroom and give it to my new teacher Give a delivery job around the school with my mentor Show my new teacher my work for praise

- Part of the Transition Project's activities are completed at home. We use this to inform and reassure children of all we can, to help them feel more secure and excited about their move up into the next class.



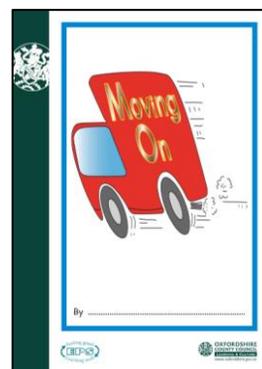
- Where possible through the autumn term, children have regular 'check-in' and/or Mentor Time with their old teacher/TA, as we recognise the importance of bonds and relationships in aiding the sense of security children with SEND needs.

How will the school support my child in transition?

Moving to secondary school

Support for children with SEND

- You need to apply for a place at <https://www.oxfordshire.gov.uk/residents/schools/apply-school-place>
- Year 6 children transferring to local Secondary Schools have the chance to visit the new school for at least a day.
- The SENCo and Year 6 teachers liaise over the transfer procedure when a school has been allocated by OCC. When transfer is local, meetings are arranged with staff at the new school, otherwise it is done by phone. Additional transition arrangements are made, where possible, for vulnerable pupils which is likely to include some of those with SEND.
- All records will be passed on, by hand where possible or via recorded delivery, to the new school as soon as possible.
- Year 6 children with SEND have an opportunity to take part in some/all of the following activities. As with all out-of-class interventions, parents will be informed:
 - Workshops for parents and pupils
 - 'Transfer Days'
 - Additional visits as needed
 - Transition Project led by Hill View Staff, based on the Nicodemus Project principles of keeping safe and self-care
 - Additional visits to their new school with Hill View Staff, with the focus on keeping safe on their journey to/from school
 - Transition Project led by Hill View Staff, based on a project developed by the SENSS Team



Support for children with an EHCP

- For Year 6 pupils with EHCPs, their plans should be amended in the light of recommendations of the annual review by the start of their year of transfer. This helps to ensure time is available to make necessary transfer arrangements for their individual needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with Education, Health and Care Plans where the particular school has been named.
- Multi-agency meetings maybe arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help you child become familiar with the new setting and to reduce any anxieties. Your involvement in this process will be critical to supporting a successful move.

Support for families of Year 6 children with SEND

- By the first half term of Year 6, the SENCo gets in touch with each family and arranges a meeting to chat about ways Hill View school can support your child and family through the year ahead. If your child has an EHCP, or is additionally vulnerable for some reason, we can visit prospective schools with you if you would like.

How will you help me to support my child's learning?

Hill View School knows that good communication between parents/carers and staff is essential so that you can **share your knowledge and expertise about your child**. We value and accept the important contribution you make, and enjoy sharing ideas from our observations too. Positive two-way communication will enable children with SEND to use their strengths, develop things they find tricky and achieve their potential so that they can enjoy their lives and become inspiring and valued members of society with you.

As previously outlined, you are involved in the initial identification of your child's needs and are always part of the review process to monitor provision and progress. We value your considered written response to our Parent Voice information sheet that accompanies the invitation to SEND Reviews, as it will inform targets, strategies and aspirations for your child. We will give ideas for activities/strategies for home as well as school to increase progress

You are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. You are encouraged to work with the school and other professionals to ensure that your child's needs are identified properly and met as early as possible.

In order that you play an active part in your child's development, the school endeavours to provide you with the relevant information so you can reinforce learning in the home.

If you are concerned about SEND support for your child, initial contact should be made with the class teacher. A meeting will be arranged, which may include a member of the SLT and/or SENCo, to discuss the concern. You can request an appointment with the SENCo or Headteacher directly. SENDIASS, the Parent Partnership Service, is available to support parents in meetings concerning their child's progress and welfare.

At Hill View School we endeavour to support parents/carers so that you:

- Feel fully supported and taken seriously should you raise a concern about your child.
- Recognise and fulfil your responsibilities and play an active and valued role in your child's education.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Make your views known about how your child is educated.
- Understand procedures and documentation.



How we will help and inform you at different stages of the SEND process

My child with SEND has just arrived at Hill View
My child has just been identified as having a SEND

- We draw on parents' views and experience of their child in establishing an overview of the pupil's strengths and needs and the supportive strategies used
- We signpost where you can go for support and ideas, and actively enable parents to access support from services
- The teacher will give you ideas of how to support your child's learning away from school

My child's teacher and I believe my child is not making the progress they could

- We draw on parents' views and experience of their child in establishing an overview of the pupil's strengths and needs and the supportive strategies used.
- Teacher and SENCo add your child to the 'Monitoring' section of our school SEND Register and will review this each term
- The teacher will give parents ideas of how to support your child's learning away from school at Parents Evening

My child has a SEND and needs additional /different provision to others of their age (around 19% of Hill View) School)

- We work in partnership with parents to develop a plan of support for their child. We enable parents to work with us to revise the support provided and the targets in the light of progress and emerging issues
- The teacher will give you ideas of how to support their child's learning away from school.
- Your teacher meets you 3x a year to review your child's targets and write new ones as necessary. The SENCo joins you for at least one of these Review meetings
- We inform you of the chance for additional provision for your child

My child has a SEND and needs a lot more and/or very different provision to others of their age (around 3% of Hill View School)

- We meet to look at the Education Health Care Plan (EHCP) information and consider if it is appropriate. SENCo and you may apply for an EHC Needs Assessment together over one school year. If successful, this will lead to an EHCP
- We will signpost you to the Local Offer and SENDIASS
- You and the teacher will consider the benefits of increased Home-School Communication

My child receives outside agency support

- SENCo tells you when the outside professional is visiting, and what they will focus on with your child. You will be invited in to meet them, or receive a phonecall from them if possible.
- SENCo will ask you for any changes to your child's needs at home, and anything you would like guidance of from the outside professional.
- SENCo will feedback the suggestions and observations to you.

My child with SEND is moving to Secondary School in the next two years

- We enable parents to be confident in their child's transition process between year groups and schools, sharing concerns and jointly planning future provision and support
- SENCo meets parents we ensure together that the picture of your child is an accurate and detailed picture of their needs
- The SENCo will discuss options with you. If requested, the SENCo can visit prospective Secondary Schools with you.

My child has an EHCP (around 2% of Hill View School)

- We enable parents to be fully engaged as equal partners in the annual review process
- We work in partnership with parents to develop a plan to meet the objectives on an EHCP
- We review the EHCP once a year in an Annual Review with the Local Authority and all professionals working with your child
- We enable parents to work with us to revise the support provided and the related targets in the light of progress and emerging issues

- LOOK OUT FOR:**
- Hill View Needs Checklist
 - Child's last SEND Plan and other info from their last school
 - Hill View Initial Referral form
 - Parent Voice information
 - Pupil Voice information
 - Pupil Passport on Edukey

- ALSO LOOK OUT FOR:**
- OCC Moderation document
 - Child's SEND Plan, and reviewed former SEND Plan
 - Hill View Classroom Offer
 - The Local Offer including Outside Agency opportunities and SENDIASS
 - 'What's On..?' Noticeboard on the window of The Inclusion Office has ideas for community events and support groups
 - Invitation to share views when reviewing SEND policy.

- ALSO LOOK OUT FOR:**
- Annual Review agenda, information and timescale

The Role of the SENCo

Who will help me to support my child's learning?

You are always welcome to visit the school to discuss any concerns about your child with the class teacher, at a mutually agreed time. There is opportunity for you to discuss their child's needs, progress and strengths at Parents Evenings and Special Needs Review meetings.

The SENCo is happy to meet with parents/carers whenever mutually convenient. The SENCo can be found in The Inclusion Office near the chickens in the centre of school, and is available via email on ejavons@hillview-school.co.uk or on the phone via the school office.

The SENCo will get in touch with you if:

- She has planned a visit by an outside expert who could give guidance and advice for you to help support your child
- An outside professional is visiting to observe/assess/plan for your child
- It is time for you to see your child's class teacher for their SEND Review
- She has received information on a service that you might find helpful for your child to use, e.g. the School Counsellor
- She would like your opinion as part of a Focus Group on a new provision
- Your child has been chosen for a new intervention that will take place out of class, including The Rainbow Room
- It would benefit school to know how outside agencies are supporting your child so that we can be consistent with their advice, e.g. if they are being seen by health or social care professionals, or have done so in the past
- Your child is new to the school and was on the SEND Register of the last school and we need more information to make their transition and new SEND Plan as accurate as possible.

Mrs Jeavons, SENCo
and Inclusion Leader



Items that parents have found helpful from the SENCo recently are:

- Checklists of how an area of SEND might look in your child
- Summaries and further reading of the area of SEND that impacts on the life of your child
- Contact details for relevant support groups or events happening locally
- The resource powerpoint for Zones of Regulation
- Support materials for our school's current Whole School SEND Focus: 'Active Listening for Active Learning' in 2019-2020
- Home-Friendly versions of communication tools we use in school – e.g. a visual timetable, Now and Next Board, visual cues for routines and self-control
- Resources, recommended books/websites or research materials
- Materials/evidence to take to medical appointments, or accompanying you to them

Other members of the Inclusion Team

Early Intervention Support

If your child is in the Early Years, or new to our country, our Early Intervention Lead, Mrs Vicky Reszeter can be a source of guidance, advice and resources. She is available via email on vreszeter@hillview-school.co.uk. Emma or Vicky might signpost you to another colleague, such as our Safeguarding/Welfare Leads (Mrs Rebecca Wyatt and Mrs Rachel Ealey-Bennett) or our school Mental Health Lead (Mrs Steph Rowett) or involve our Rainbow Room Leader (Mrs Steph Simons.)

Emma Jeavons or Vicky Reszeter can organise times for you to come into school and observe sessions so that you can seek guidance on how your child is supported, and then do the same at home. We have done this with phonics lessons, Speech and Language interventions, physiotherapy etc.

Welfare/Safeguarding Leads

If your family needs wider support, even at a very low level, with issues that link to your child's achievement in school and wellbeing, another source of support are our Welfare Leads.

Rebecca Wyatt (Monday, Tuesday, Wednesday) rw Wyatt@hillview-school.co.uk

Rachel Ealey-Bennett (Tuesday, Thursday, Friday) realey@hillview-school.co.uk

They can help with:

- Finance, including Food Bank vouchers
- Attendance issues
- Safeguarding concerns
- Mental Health support
- Community groups and charities in the local area
- Accessing Social Care services

More information about Family Support can be found here on the school website:

<https://hillview-school.co.uk/parents/family-support>

Mrs Rebecca Wyatt
Safeguarding/Welfare Leader



Mrs Rachel Ealey-Bennett
Safeguarding/Welfare Leader

Mrs Vicky Reszeter
Early Intervention Leader

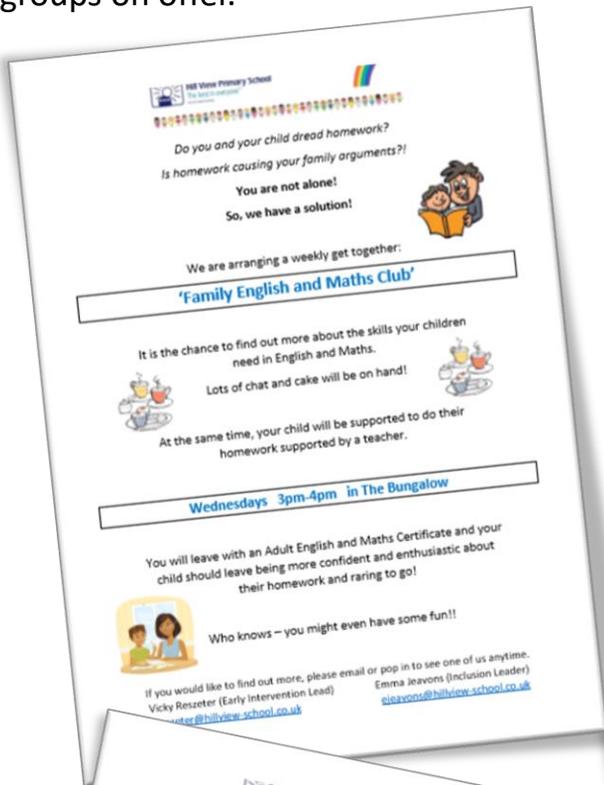


Mrs Steph Rowett
Mental Health Leader

Services available for families at school

The world of SEND can be a daunting, confusing and overwhelming one. With that in mind, Hill View School invites you to join our Family Support Groups, or Social Networks, so that you can learn with and from each other in a relaxed environment.

These are currently under creation, and depend upon the needs presented in our community. They are led by the SENCo, Early Intervention Lead and Welfare/Safeguarding Leads. You can ask any of them for more information about the groups on offer.



Hill View Primary School
The best in everyone!

Do you and your child dread homework?
Is homework causing your family arguments?
You are not alone!
So, we have a solution!



We are arranging a weekly get together:
'Family English and Maths Club'

It is the chance to find out more about the skills your children need in English and Maths.
Lots of chat and cake will be on hand!



At the same time, your child will be supported to do their homework supported by a teacher.

Wednesdays 3pm-4pm in The Bungalow

You will leave with an Adult English and Maths Certificate and your child should leave being more confident and enthusiastic about their homework and raring to go!



Who knows – you might even have some fun!!

If you would like to find out more, please email or pop in to see one of us anytime.
Vicky Reszter (Early Intervention Lead) vreszter@hillview-school.co.uk
Emma Jeavons (Inclusion Leader) ejeavons@hillview-school.co.uk



Hill View Primary School
The best in everyone!



Are you one of our many families who enjoy having a child in their family on the Autistic Spectrum, or have a child who might show these features?

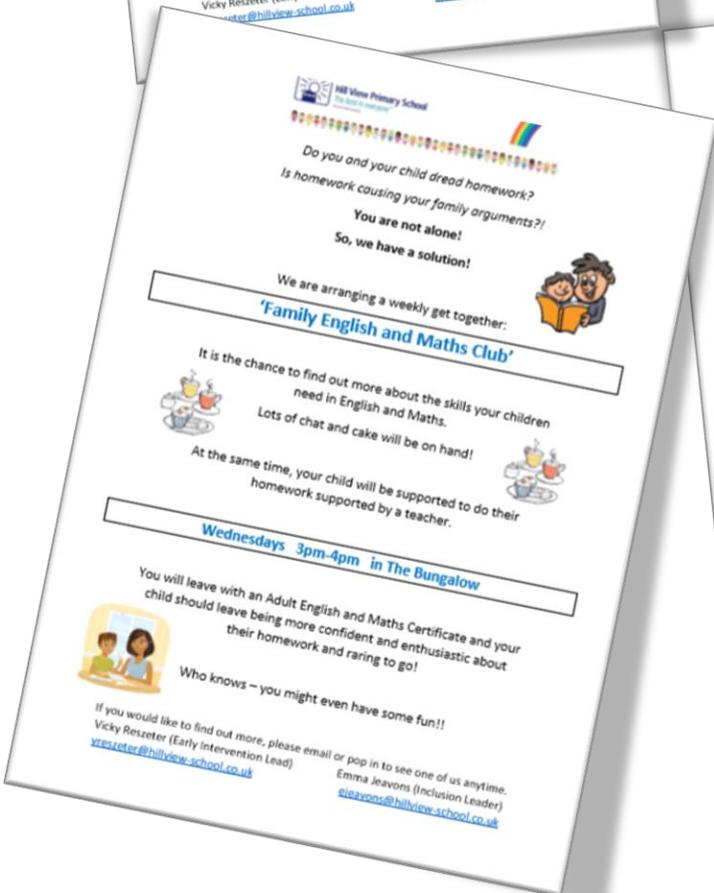
The monthly Hill View School ASC Support Group is for you!

Friday 28th February, 2.00-3.00pm in the School Bungalow.

You are an amazing bunch who are working incredibly hard, day in day out, to support and nurture your children despite their challenges. You deserve an hour to yourselves to chat about your experiences over a cup of tea and a biscuit!

Grab the time and opportunity to chat freely to each other in a non-judgemental space. There is no formal agenda, just the chance to talk about what works well and what is tricky – you are the experts and can learn more by chatting to each other than any doctor, book or website could ever help with!

If you would like to come along, just turn up! To find out more, pop in to see or email Emma Jeavons at school at any time - ejeavons@hillview-school.co.uk



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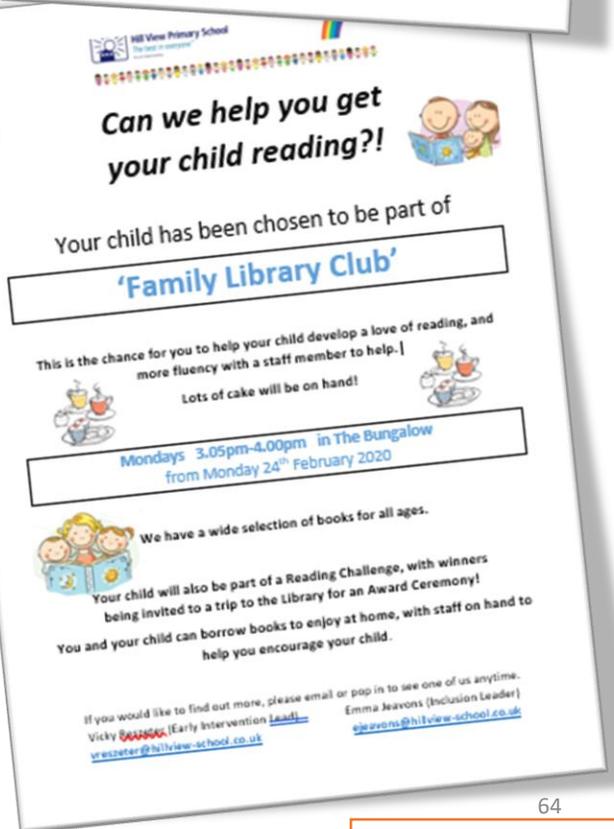
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Vicky Reszter (Early Intervention Lead) vreszter@hillview-school.co.uk
Emma Jeavons (Inclusion Leader) ejeavons@hillview-school.co.uk



Hill View Primary School
The best in everyone!

Can we help you get your child reading?!



Your child has been chosen to be part of
'Family Library Club'

This is the chance for you to help your child develop a love of reading, and more fluency with a staff member to help. |



Lots of cake will be on hand!

**Mondays 3.05pm-4.00pm in The Bungalow
from Monday 24th February 2020**

We have a wide selection of books for all ages.



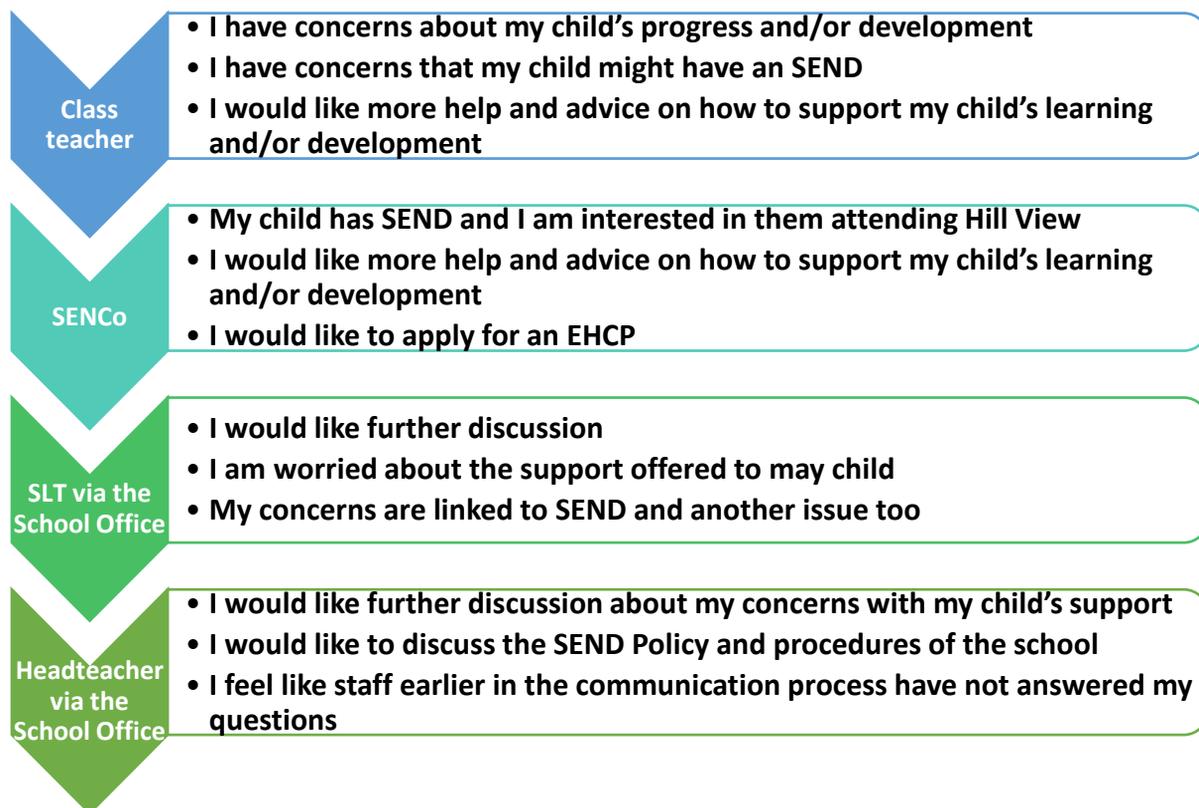
Your child will also be part of a Reading Challenge, with winners being invited to a trip to the Library for an Award Ceremony!

You and your child can borrow books to enjoy at home, with staff on hand to help you encourage your child.

If you would like to find out more, please email or pop in to see one of us anytime.
Vicky Reszter (Early Intervention Lead) vreszter@hillview-school.co.uk
Emma Jeavons (Inclusion Leader) ejeavons@hillview-school.co.uk

Where else can I go for help and support?

The following is an approximate Guide to communication about Hill View School. At any time, a stage might be skipped if it felt appropriate, or stages might join, e.g. a joint meeting with Headteacher and SENCo is appropriate, or an ideas-sharing meeting with SENCo and class teacher might be beneficial.



Complaint

In the event of a formal complaint concerning SEND support, parents/carers are advised to contact the Headteacher and follow the Oxfordshire LA Complaints Procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

If you are still unhappy and feel matters are unresolved and we feel that we are fulfilling our duties in respect to your child, we will recommend you seek further advice from the local SENDIASS (SEN Information and Advice) and Mediation Services. This service is not linked to the school.

If your concern is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Oxfordshire SEN team. Parents will be contacted directly by the service to receive information about the mediation services and other action you may consider.

Where else can I go for help and support?

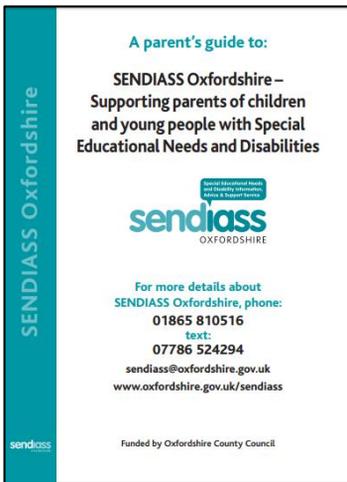


The **Local Offer** includes information on services across education, health and social care and from birth to 25; how to access specialist support; how decisions are made including eligibility criteria for accessing services where appropriate; and how to complain or appeal. Oxfordshire's Local Offer contains lots of information for parents.

<https://www.oxfordshire.gov.uk/localoffersend>

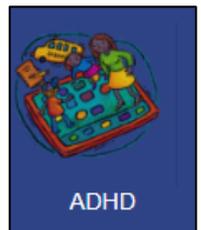
There is information, advice and details about **childcare, activities and events for disabled children and those with SEND** in Oxfordshire on the Family Information Directory pages:

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



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

Hill View School is a member of OXSIT. There are resources that help the SENCo at <http://www.oxsit.org.uk/> Part of our subscription is the Behaviour Toolbox. Ask the SENCo for login details.



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How will I know that the school will support my child?

Monitoring and evaluation

A copy of this Information Report, and the SEND Policy, is included in Hill View School's Safeguarding and Equality Portfolios which are held in the staff room, a hard copy is available on request from the school office. Our Equality Policy can be downloaded from the school website:

<https://hillview-school.co.uk/information/policies-and-forms>

The implementation of the SEND Policy is monitored by the SEND Governor. The policy is updated in line with new initiatives together with any streamlining of school processes. The SEND Policy will be reviewed at least every two years. Updates will be reflected in updates to this SEND Information Report.

The impact and effectiveness of Hill View School's SEND Policy, procedures and provision is subject to ongoing evaluated by the SENCo. The SEND Evaluation is updated 3x a year by the SENCo and SEN Governor, and reviewed annually by the United Learning Trust SEND Leader. Information from the report informed the annual SEND Development Plan, with the key findings fed back to our school community.

As part of the graduated approach, your child's progress towards their targets will be continually assessed. Their developments will be reported to you at their SEND Review Meetings 3x a year.

Your child's targets and progress is recorded in several ways by teachers and analysed by the SENCo



Area	1	2	3	4	5	6
Part A: EMOTIONAL BEHAVIOUR						
1. Take anxiety	1	2	3	4	5	6
2. Be socially aware	1	2	3	4	5	6
3. Be happy	1	2	3	4	5	6
4. Be confident	1	2	3	4	5	6
5. Be emotionally stable and show self control	1	2	3	4	5	6
Part B: COGNITIVE BEHAVIOUR						
6. Be academically motivated	1	2	3	4	5	6
7. Be academically engaged	1	2	3	4	5	6
8. Be academically resilient	1	2	3	4	5	6
9. Be academically confident	1	2	3	4	5	6
10. Be academically resilient	1	2	3	4	5	6
Part C: PERSONAL BEHAVIOUR						
11. Be personally responsible	1	2	3	4	5	6
12. Be personally resilient	1	2	3	4	5	6
13. Be personally confident	1	2	3	4	5	6
14. Be personally resilient	1	2	3	4	5	6
15. Be personally resilient	1	2	3	4	5	6

Area	1	2	3	4	5	6
Part D: CONDUCT BEHAVIOUR						
1. Deliver respectfully towards staff	1	2	3	4	5	6
2. Show respect to other pupils	1	2	3	4	5	6
3. Only interrupt and speak when appropriate	1	2	3	4	5	6
4. Be physically peaceful	1	2	3	4	5	6
5. Respect property	1	2	3	4	5	6
Part E: LEARNING BEHAVIOUR						
6. Be attentive and use an interest in schoolwork	1	2	3	4	5	6
7. Good learning organization	1	2	3	4	5	6
8. Be an effective communicator	1	2	3	4	5	6
9. Work efficiently in a group	1	2	3	4	5	6
10. Seek help where necessary	1	2	3	4	5	6

Following analysis of the child's needs and progress, and impact of the teacher's in-class actions, the SENCo applies the Provision which most matches the needs of the individual child.

Monitoring the impact of provision and intervention

Schools use information to monitor development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists should be recorded as part of this overall approach. (SEND Code of Practice January 2015: 6.74)

At Hill View School, our data system:

- Reinforces high expectation and ambition for children with SEND in line with expectations for all pupils
- Provides an efficient means for teachers and Middle Leaders to drill down and look at achievement of different groups, different years and phases and between subject areas and highlight any emerging trends in relation to wider SEND provision and/or training requirements.
- Enables the SENCo to analyse the achievement of children with overlapping characteristics such as SEND and summer born, SEND and eligibility for FSM
- Provides an efficient means for the SENCo to analyse and measure impact of interventions

At Hill View School, as well as National Curriculum data, we use the following data to support a wider view of progress for our children, for example:

- Results from other diagnostic and screening tools such as reading age
- Behaviour logs on CPOMS
- Photos and video clips
- Work samples
- Parent Voice and Pupil Voice
- Observations and feedback from teachers and support staff
- Reviews from multi-agency meetings



We aim to show that progress can appear to be small steps from starting points. We help parents/carers to reflect on achievements which may not be captured by all data systems – some children look ‘red’ from year to year on school reports. This helps children and their families to avoid feeling that no progress is being made.

Case Studies

At Hill View School, we use Case studies as an evaluative tool to be used as part of wider measures to review impact of SEND provision.

Case studies inform learning points to support and improve our whole school provision; identifying aspects of best practice or ways practice can be developed to overcome barriers to learning.

Monitoring the impact of provision and intervention

At Hill View School, we have robust processes to ensure our SEND identification is accurate and our procedures and provision for children with SEND has impact. This important element of our cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual plans reviewed regularly, at least termly.

Monitoring is done through a range of methods by the SENCo, Governors, Headteacher and Senior/Middle Leadership Team. It is also done by external moderation visits

Parent/carer views

- Parents/carers, staff and pupils meet regularly (at least 3 times each year), both formally and informally, to plan outcomes, revise provision and celebrate success.
- Parents/carers may be part of Focus Groups where new provisions and/or communications are written
- Parents/carers are invited to send their written feedback on their child's progress and SEND provision 3x a year in preparation for the SEND Review

The SENCo reports progress data and other updates to the Governing Body's Safeguarding Committee which meets 6 times each year to discuss development and issues surrounding SEND. They feed back to the full Governing Body.

In-school moderation

- 6x year SEND Governor visit
- 3x Year SEND Surgery
 - Careful look at changes in circumstance
 - Analysis of new assessment data and observation findings
- Learning Walk observations by Leadership Team
- Data analysis, Pupil Progress Meetings and reporting to Governors
- Quality Assurance of SEND Plans, Provisions and Interventions, through Learning Walks as well as data

**Chrissy Garrett,
SEND Governor**



External moderation

- United Learning Cluster Meeting
- United Learning Annual SEND Review incl review of SEND Evaluation Tool
- Ofsted
- Guidance from outside agencies, including OXSIT as needed

Glossary

Area of Need	The main barrier to your child’s development – C&I / C&L / SEMH / PD
Boxall Profile	A summary of a child’s personal and social skills used to group children for the Rainbow Room and set targets for their work there
CAMHS	Child and Adolescent Mental Health Service – they help us to discover the barriers to a child’s wellbeing or personal/social development, including diagnosing neurological problems like ADHD
Categories of SEND	We have 4 levels in Hill View School: ‘M’ = Monitoring (might have an undiagnosed SEND); ‘SEND’ = adaptations and adjustments are in place to help the child access learning; ‘SEND+’ = they are currently being assessed for an EHCP/Additional funding; EHCP = they have been granted an EHCP. The National SEND Code of Practice only recognises SEN Support (what we refer to as SEND) and EHCP
C&I (Communication and Interaction needs)	The child finds it hard to communicate their feelings/ideas, or understand those of others. They may also find social interaction hard as a result. This area of need includes Autism Spectrum Condition (ASC, also known as ASD)
C&L (Cognition and Learning needs)	The child finds it difficult to learn, perhaps because their brain struggles to process things in a typical way, or they have memory problems. This can include SpLD
Code of Practice	The national statutory guidance that informs schools and Local Authorities how they should provide for children with SEND. It is the document that goes alongside the laws of The Equality Act and other guidance
Educational Psychologist	Someone who can observe and assess a child and help us to know how different parts of their brain might be helping/hindering their learning
Edukey	The secure software Hill View uses to create, store, analyse and share SEND Plans, documents, Passports, SEND Provision
EHCP	Education Health Care Plan – a document written by the LA that means they take joint responsibility for making sure your child receives the right support
Inclusion Team	The groups of staff responsible for the co-ordinated quality provision for children with any additional need, e.g. SEND, English as an additional language, Looked After Children, children getting support from Social Care
Intervention	A short-term targeted programme of work to address a specific need of an individual child
Local Authority	Oxfordshire County Council education department
Local Offer	How Oxfordshire County Council (the Local Authority) help, support and provide for children with SEND in our county
Passport (on Edukey)	A one-page profile of the child, including their strengths, outside agency support, strategies and needs. It can be accessed by all staff
PD (Sensory and/or physical needs)	The physical needs that could be a barrier to learning, e.g. visual impairment, hearing impairment, overwhelmed by sensory stimulation
Physiotherapy and OT (Children’s Occupational Therapy)	They help school to provide the work needed for children to develop physically, or with their co-ordination

Glossary

Pre-teaching	Briefly teaching the vocabulary and key strategies in an area of the curriculum before the lesson OR pre-warning a child of a change to their routine
Provisions (on Edukey)	The in-class additional work, focused adult support and the out-of-class targeted short-term Intervention that are planned by the SENCo and Middle Leaders to reflect the needs of individuals
Pupil Support Plan	An analysis of what helps and hinders a child in their positive decision-making in school, and how staff can see triggers and prevent crisis. It also guides on what an individual needs in times of crisis and how to help them afterwards
Risk Assessment	A document that predicts possible hazards and records action taken to prevent them, enabling children to access all areas of school life where possible
SEMH (Social, Emotional or Mental Health needs)	The child is finding it hard to develop into a happy, confident young person because their brain does not process feelings or ways conduct themselves as easily as others do. It might be seen in negative thoughts about themselves or their negative interactions with others. This can include ADHD or anxiety disorder.
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Co-Ordinator – At Hill View School, the SENCo is also the Inclusion Leader. Can also be referred to as SENDCo
SENDIASS	Special Educational Needs Information, Advice and Support Service – they are impartial group who can explain more about SEND and help families who are concerned about their child’s provision in school
SEND Plan	The Plan for your child, including targets, strategies and outcomes. It is written with the child and family. This may be called an ‘IEP’ in other schools
SEND Register	The list of children who have a SEND in school. They have a SEND Plan and reasonable adjustments are made in school to help them to develop and make progress
SEND Review	The meeting between class teacher and family to review the child’s progress towards their targets. It is held 3x a year
SENSS	Special Educational Needs Support Service – they help children with a wide range of difficulties with effective communication and interaction, including those with Autism/ASD/ASC
S&LT	Speech and Language Therapy/Therapist – they help us to support children in developing their speech or their ability to express themselves or understand what they are being told
SpLD (Specific Learning Difficulties)	Dyslexia, dyscalculia, dyspraxia/DCD