Hill View Primary School
SEND Information Report: 2026-2027

Thank you for supporting us in providing the best possible education for children at Hill View School. We hope this document will provide some useful advice and information in regard 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 health, social care, other agencies and other local special and mainstream schools to integrate all children, making them feel welcome and valued through our provision.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is: *Mrs Emma Jeavons* who can be contacted on: ejeavons@hillview-school.co.uk.
Our governor with responsibility for SEND, contacted via the School Office is *Mrs Sue Patrick.*
Our SEND Policy, Equality Policy, Accessibility Plan and other information regarding additional support within the school can be found on our school website.

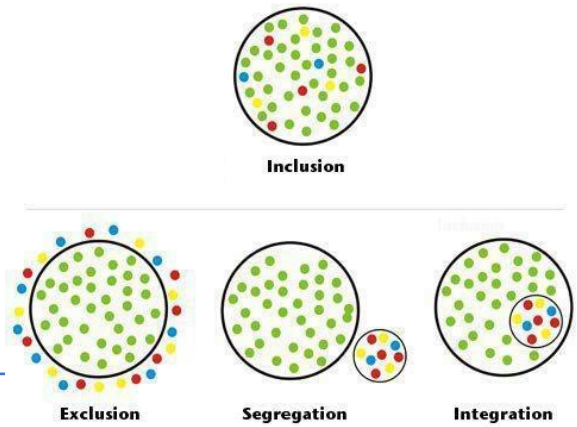


Image sources:
http://www.herriottsandmillward.co.uk/services.php?id=36&pageid=17&page=bespoke-special-needs-programes
https://www.thinkinclusive.us/inclusion-exclusion-segregation-integration-different/

Hill View Primary School
The best in everyone™
Part of United Learning





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Click on any document to download a copy. Click on any link to go to that website.

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	
We provide effective leadership and governance of SEND provision	• A 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 are in place for all pupils regardless of needs. • Robust monitoring gives an accurate picture of the pace and quality of progress for all pupils with SEND. This includes EAL, attendance, welfare 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. • Head of School and Governing Body are proactive in meeting duties in relation to equality and disability access
We deliver a graduated response to identify, assess and review needs.	• School SEND Information Report outlines arrangements to support children and young people with SEND, with and without EHC Plans. The report is 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 scaffolds have already been made in daily teaching. • Evidence based approaches, interventions and resources are 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 (including hearing impairment) 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 assess need and deliver tailored programmes of support for pupils with the greatest needs. • School keeps detailed records of actions in the United Learning assessment cycle. SEND Plans are updated termly with provision revised in light of pupil progress and impact of the support. • Successful transition between year groups and settings is facilitated by focussed planning, information sharing and enhanced familiarisation activities.
We involve families, children and young people in decision making	• Parents/Carers are actively involved in all decision making, including determining whether SEND support is required. • Parents/Carers are invited to review SEND Plans termly. Their views and contributions welcomed and valued. Parents/Carers receive the SEND Plan. • Strong partnership working and positive relationships with families provide family support and inform developments to wider school SEND provision. • Children and young people's views are integral to setting outcomes and planning provision.

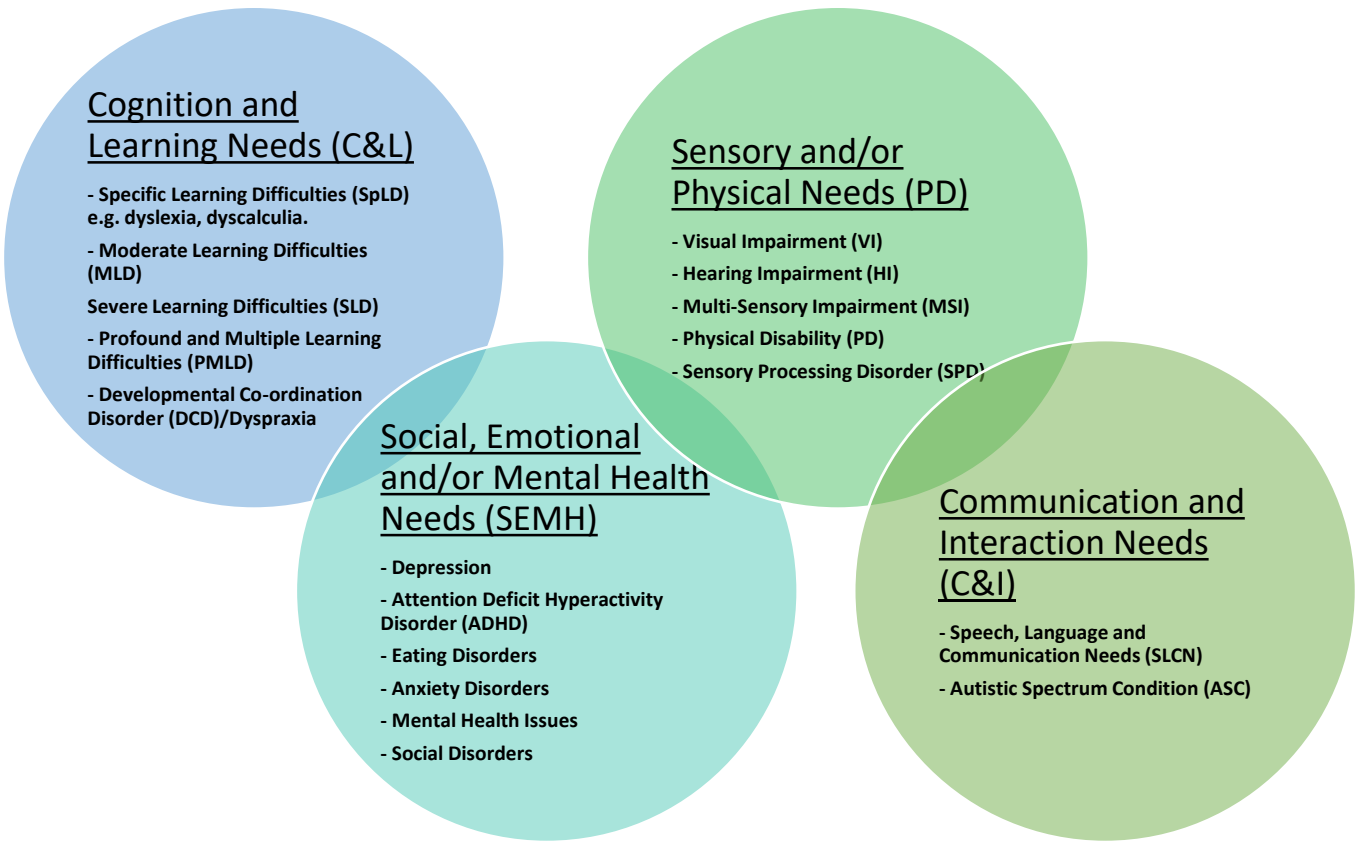
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Introduction

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 out 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 individuals' 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.

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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 17 classes including a Nursery. We provide for children with a wide range of special educational needs, with the majority of children who change schools to join us having an additional need (89% of children joining us from other schools in 2023-24, 23% of them with SEND).

The tables below show the numbers of children with SEND at Hill View School, at the start of 2026-2027:

Whole School	Nursery (25 chn)	FSR (50 chn)	Year 1 (60 chn)	Year 2 (60 chn)	Year 3 (61 chn)	Year 4 (89 chn)	Year 5 (59 chn)	Year 6 (56 chn)
158 children with SEND	**36% of N**	**30% of FSR**	**38% of Y1**	**35% of Y2**	**28% of Y3**	**38% of Y4**	**39% of Y5**	**29% of Y6**
34.3% of our school [20.8% nationally]	**24 children 29.3% of Early Years**		**61 children 32% of Lower School**			**73 children 34.3% of Upper School**		

Education Health Care Plans	Whole School	Early Years (75 chn)	Lower School (181 chn)	Upper School (204 chn)
Children with EHCPs	32 (7%)	**3**	**11**	**18**
Children with EHCPs pending by end 2026	7	**2**	**3**	**2**
Total EHCPs by mid-year 2026-7 [6% nationally]	39 (8.5%)	**5**	**14**	**20**

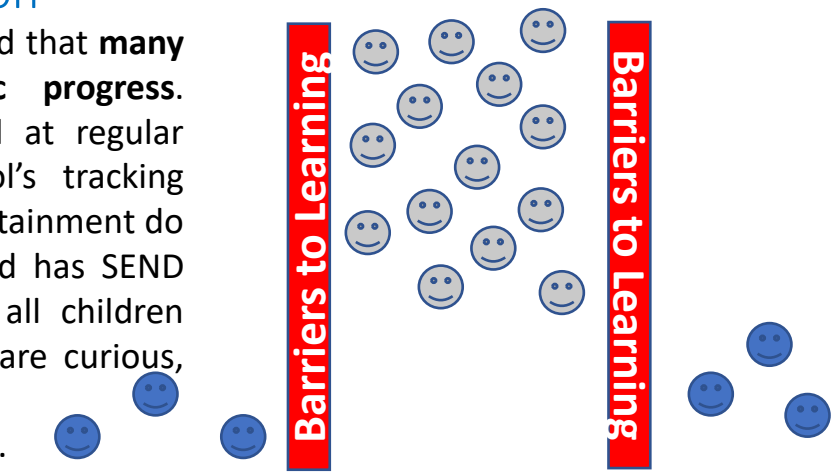
% of SEND with each Primary Area of Need (note some children 2x joint prime areas):		**Whole School SEN**
C&I **64% of SEND Register**	**ASD**	31 chn 20% of SEND Reg
	SLCN (incl those awaiting ASD diagnosis)	69 chn 43.7% of SEND Reg
SEMH **45% of SEND Register**	**SEMH** (incl those awaiting ADHD diagnosis)	44 28% of SEND Reg
	ADHD	27 17% of SEND Reg

C&L **25% of SEND Register**	**PMLD**	0
	MLD	29 18% of SEND Reg
	SLD	4
	SpLD	7
SPD **1% of SEND Register**	**PD**	2
	VI	0
	HI	0
	MSI	0

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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.





'Signs' that a child is experiencing barriers to learning ?

What may be some of the underlying reasons?

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***

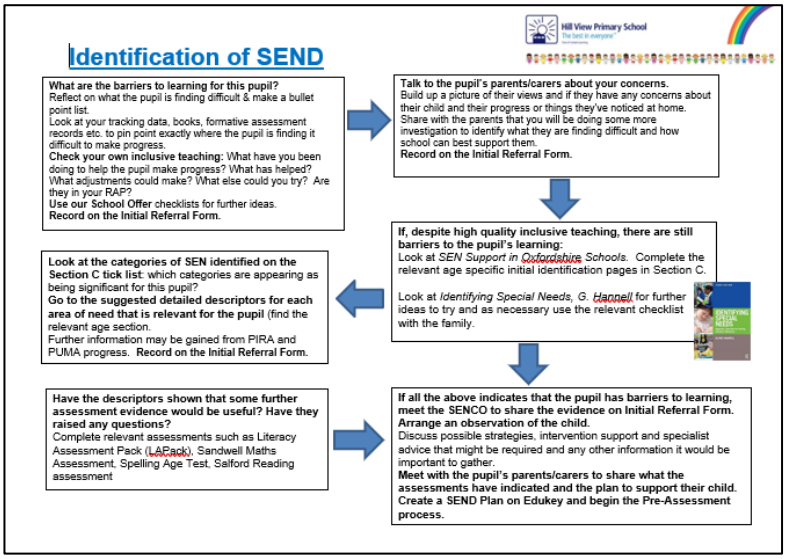
A child or young person has SEND if they have **a learning difficulty or disability which calls for special educational provision** to be made for him or her.

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.

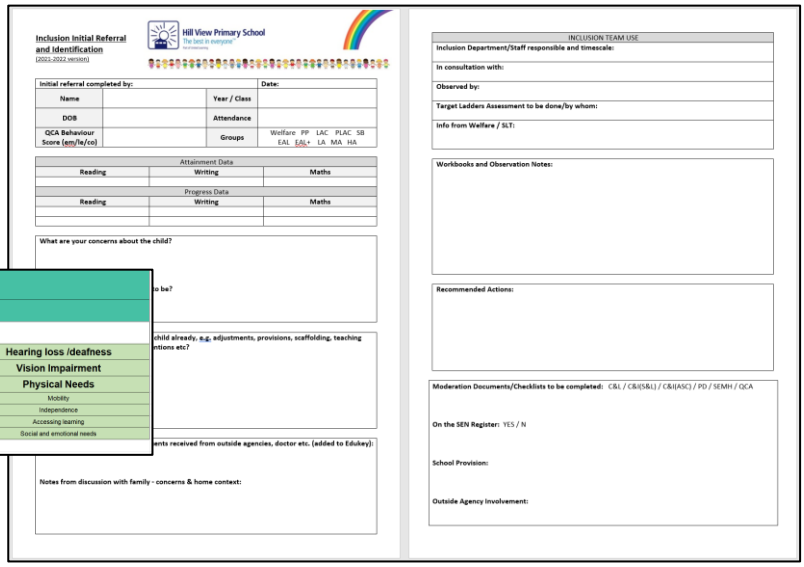
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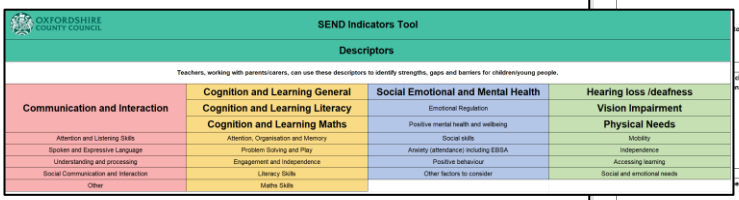
Staff guidance



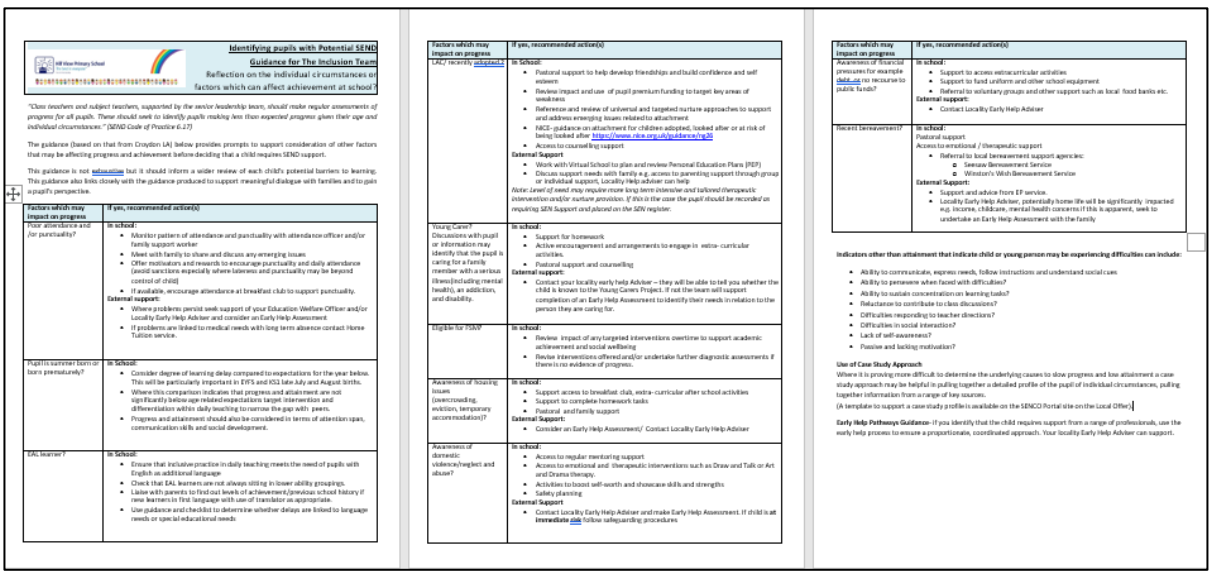
Flowchart summarising the process of identification of SEND for Hill View staff.

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





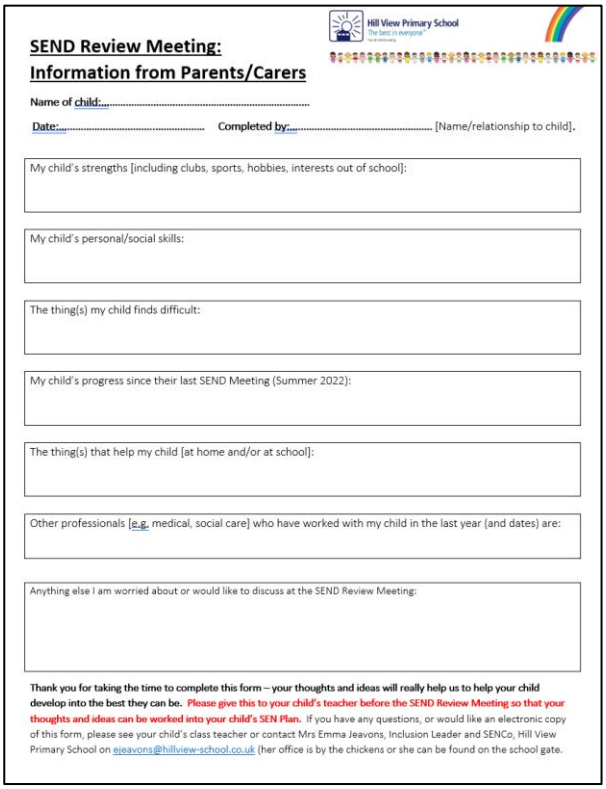
SENCo and teacher may complete OCC SEND Indicators Tool



Actions for The Hill View Inclusion Team to take to address barriers to progress other than SEND.

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Parent Voice and Pupil Voice



SEND Review Meeting:
Information from Parents/Carers

Hill View Primary School

Name of child:.....

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

My child's strengths [including clubs, sports, hobbies, interests out of school]:

My child's personal/social skills:

The thing(s) my child finds difficult:

My child's progress since their last SEND Meeting (Summer 2022):

The thing(s) that help my child [at home and/or at school]:

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

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 teacher before the SEND Review Meeting so that your thoughts and ideas can be worked into your child's SEN 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 ejeavons@hillview-school.co.uk (her office is by the chickens or she can be found on the school gate.

<u>Parent Voice</u>

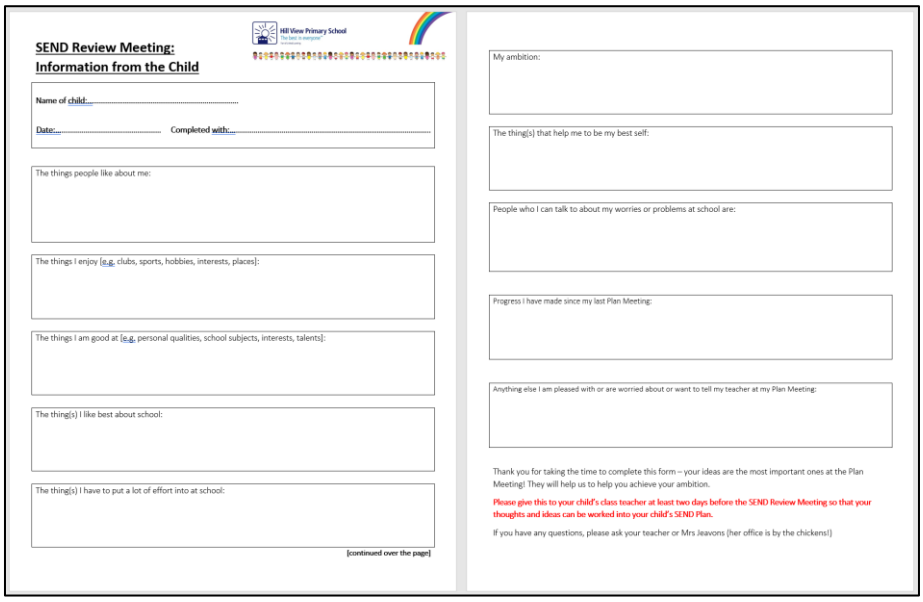
Parents/carers know their children best. They are asked to complete this Parent Voice form to inform identification, effective support and target setting

<u>Pupil Voice</u>

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.

Their thoughts are added to their Edukey Passport each term.



SEND Review Meeting:
Information from the Child

Hill View Primary School

Name of child:.....

Date:..... Completed with:.....

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:

[continued over the page]

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 are 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

We are a Class Dojo school. We value open, honest and regular communications between home and school through this platform/app.
We prefer parents not to wait for a planned meeting to share their worries, but to do so at anytime.
You will get a picture of your child's education through the Class Stories.



My child's teacher and I think my child has SEND

We have talked about it at Parents Evening

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

Ideas for support at home to accelerate progress are given by teacher

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

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

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

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

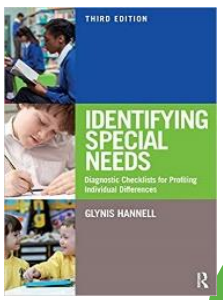
Consent for the involvement of any outside agencies is sought, and guidance and ideas are given to you

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 SEND register.

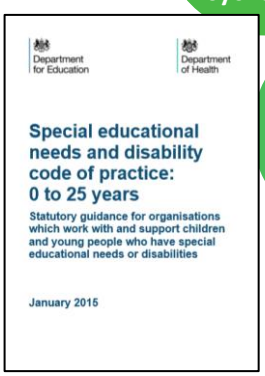
Next steps in identification

In deciding whether to make special educational provision, the SENDCo 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 SENDCo, 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.






Department for Education
Department of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

SEND Indicators Tool

Descriptors

Communication and Interaction	Cognition and Learning General	Social Emotional and Mental Health	Hearing loss /deafness
	Cognition and Learning Literacy	Emotional Regulation	Vision Impairment
	Cognition and Learning Maths	Positive mental health and wellbeing	Physical Needs
Attention and Listening Skills	Attention, Organisation and Memory	Social skills	Mobility

<u>The *SEN Code of Practice*</u>

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.

<u>*Identifying and Supporting Children with Special Educational Needs*</u>

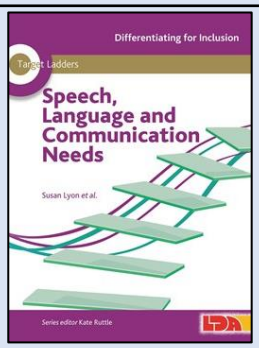
This is the Local Authority (LA) guidance, known locally as the 'OCC SEND Indicators Tool,' used for clarification and support if staff believe a child may have SEND.

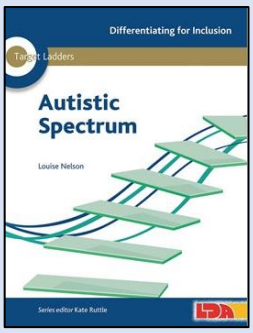
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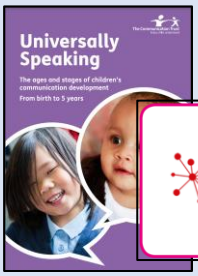
Assessments (after OCC and Hill View Checklists)

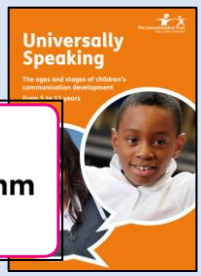
At Hill View School, the teacher may use a range of materials to inform their observations of a child's additional needs, as well as information from the parent/carer and child. The SENCo will base assessments on the following sources to compliment the information from outside professionals. Click on the image to access a download where available, or see SENCo for a non-downloadable resources.

My child has Communication and Interaction difficulties



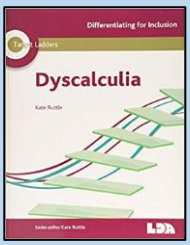


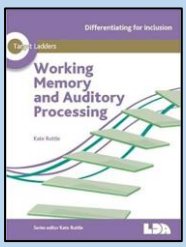


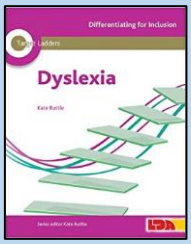


WellComm

My child has Cognition and Learning difficulties

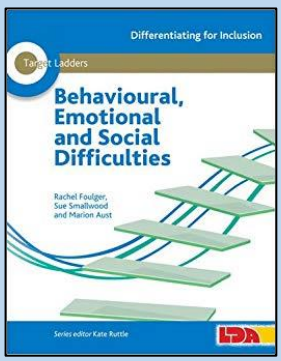


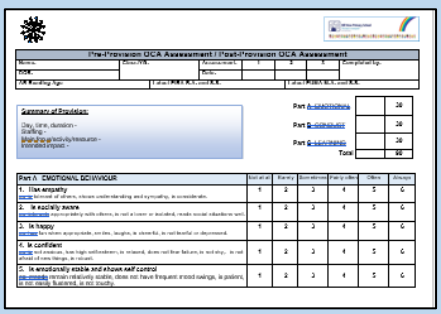




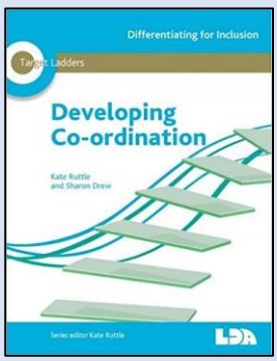
Access to Education
Pupil and School Support
SEN Toolkits
Language and Literacy and Maths

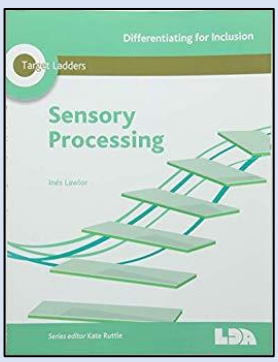
My child has Social, Emotional or Mental Health difficulties

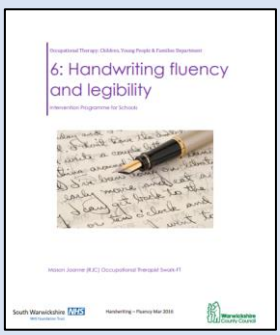


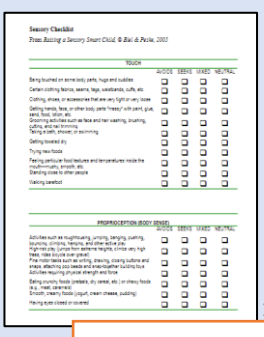


My child has Physical difficulties









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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 (obtained from SENCo):	Additional Assessment by SENCo/trained TA chosen from:	Possible Additional Assessments available from specialists
Reading fluency and comprehension	- Early Years Foundation Stage Profile (FSR) - National Curriculum (Y1-6) - Phonics Screener (Y1) - Accelerated Reader Star Test (Y1-6) - Rising Stars PIRA (Y1-6)	- RWInc Phonics Assessment - HFW Reading Test - Schonell Reading Test - Burt Reading Test - Transvaal Education Department One Minute Reading Test - A2E SEN Reading Toolkit (Y1-6)	- Target Ladders Dyslexia (Y1-6) - Literacy Gold or GLAssessment Dyslexia Screener (Y3-6)	- Dyslexia Assessment
Writing and Spelling	- Early Years Foundation Stage Profile (FSR) - National Curriculum (Y1-6) - Phonics Screener (Y1)	- RWInc Phonics Assessment - Schonell Spelling Test / Blackwell Spelling Test - A2E SEN Writing Toolkit (Y1-6) - HFW Spelling Test	- Graded Word Spelling Test - Literacy Gold or GLAssessment Dyslexia Screener (Y3-6) - Target Ladders Dyslexia (Y1-6)	- Dyslexia Assessment
Handwriting	- Early Years Foundation Stage Profile (FSR) - National Curriculum (Y1-6)	- A2E SEN Writing Toolkit (Y1-6)	- S.Warwickshire OT Handwriting fluency and legibility - Target Ladders Developing Co-ordination (Y1-6)	- DCD Assessment - OT 12-Week Programme
Speaking & Listening	- Early Years Foundation Stage Profile (FSR) - National Curriculum (Y1-6)	- A2E SEN Speaking & Listening Toolkit (Y1-6) - Target Ladders Speech, Language & Communication	- GLAssessment Cognitive Abilities Test (CAT4) - Oxfordshire S&LT Speech Sounds Checklist - WellCom Assessment for early speech and language	- Verbal Reasoning - RAPT Speech & Language Assessment
Maths	- White Rose Maths - Early Years Foundation Stage Profile (FSR) - NumberSense (Y1-2) - National Curriculum (Y1-6)	- Math Mammoth end of Year Assessments (Y2-6) - A2E SEN Maths Toolkit (Y1-6)	- GLAssessment Dyscalculia Screener (Y3-6) - GLAssessment Cognitive Abilities Test (CAT4) - Target Ladders Dyscalculia (Y1-6)	- Non-Verbal Reasoning - Spatial Awareness

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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. We identify the needs of the whole child 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 SEND and should not automatically lead to a pupil being recorded as having SEND. 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 SENDCo. 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 'OCC SEND Indicators Tool'. 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 SENDCo 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 will initially be based on the Oxfordshire Ordinarily Available Toolkit.

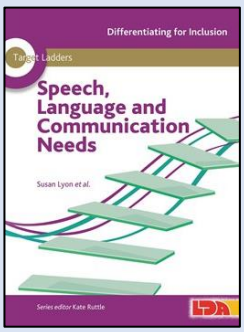
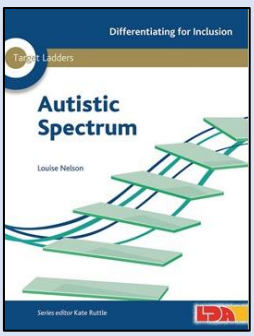
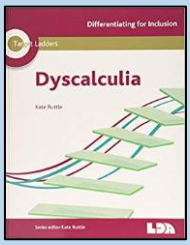
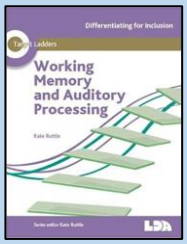
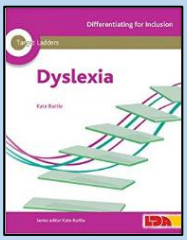
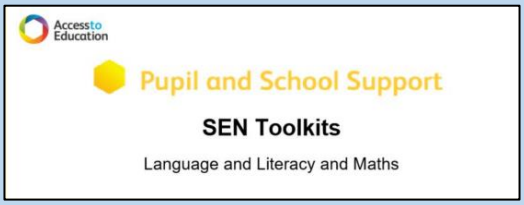
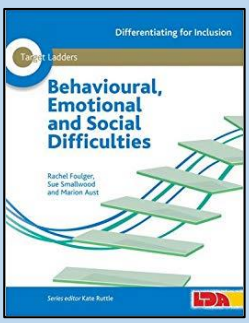
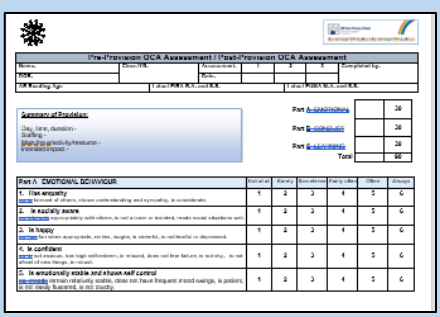
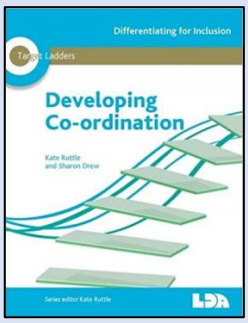
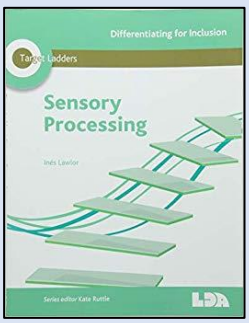
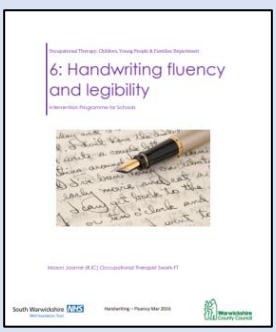
This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.
This is known as the graduated approach – *assess, plan, do, review*.



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Target setting and planning for progress

At Hill View School, the teachers set targets for individual children, based on observation, assessment and information from the parent and child. The SENDCo may be consulted, and guidance on targets and next steps got from the following sources to compliment the information from outside professionals. Click on the image to access a download where available, or see SENDCo for a non-downloadable resources.

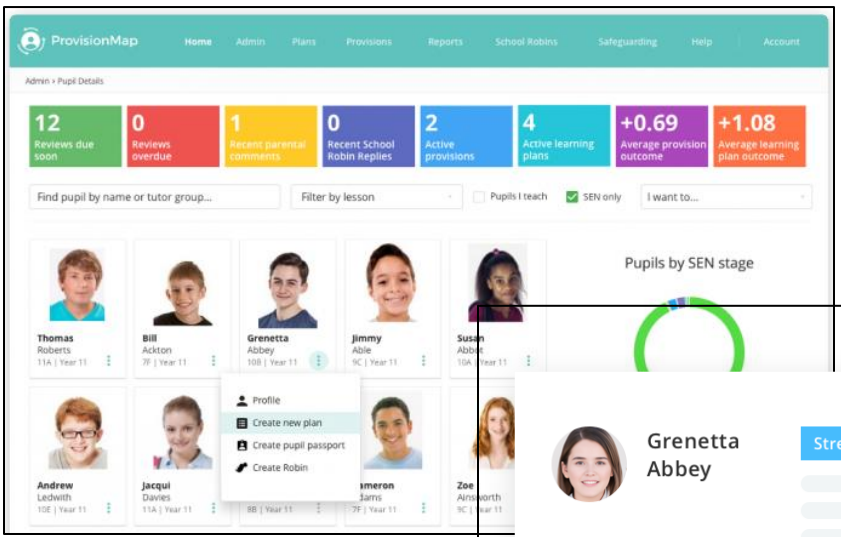
My child has Communication and Interaction difficulties	My child has Cognition and Learning difficulties
  	   
My child has Social, Emotional or Mental Health difficulties	**My child has Physical difficulties**
 	  

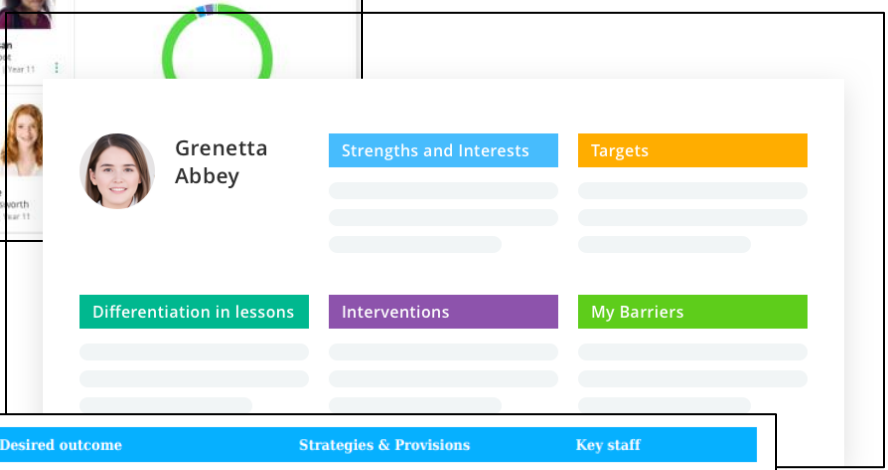
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Edukey

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

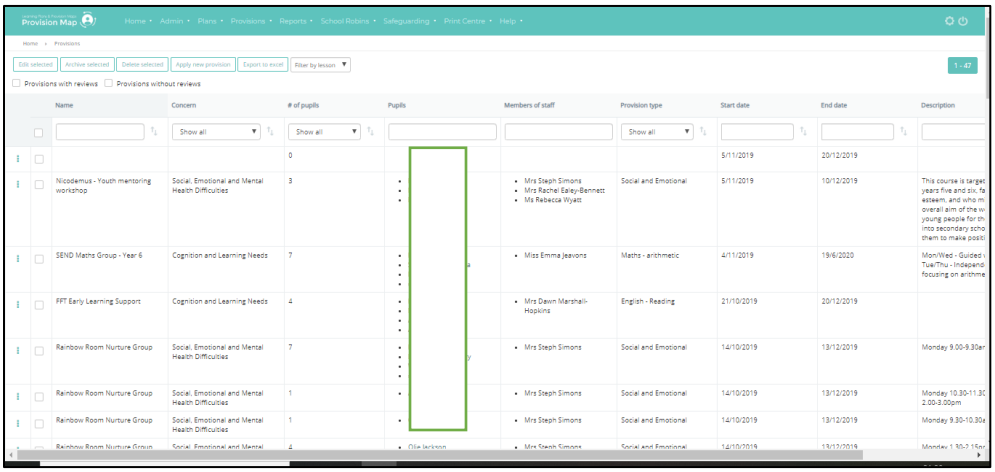




Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
[redacted] is considerably below age related expectation in maths.	I can count beyond fifty. I can say the number that comes before or after any number to 50. I can 'count on' when I add up.	[redacted] is happy and confident in 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 samll 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)

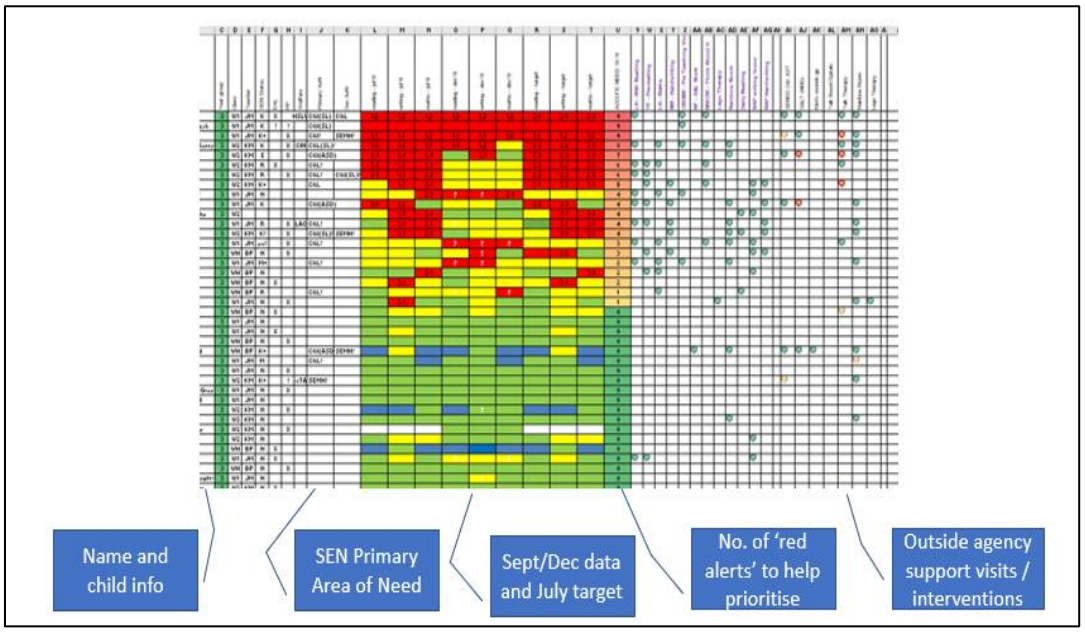
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Provision Mapping



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' 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, sp 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

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Staff Guidance: The 2026-2027 SEND Roles & Responsibilities

All children with SEND are the teachers' responsibility as part of the Teacher Standards, but at Hill View, there are people to help with that. The following outlines the roles & responsibilities of teachers, SLT and Inclusion Support staff

For children who a teacher/parent thinks might have SEND:

Teacher will…	SENCo will…	SLT will…
Follow the Graduated Response Cycle – assess – plan – do – review; notes on Edukey Passport Complete in-class assessments and act upon findings, incl PIRA, PUMA and Behaviour Tracker Plan to address needs as part of weekly planning and planning for support staff. Seek guidance from the School SEN Information Report and/or the Ordinarily Available Toolkit. Write a note in the Edukey Meetings Log of all conversations/emails with family	Meet the teacher to discuss impact of Graduated Response, 3x a year in SEND Surgeries Monitor Universal provision for those with SEND and feedback. Create/research, evaluate, cost and plan provisions and interventions. Write a note in the Edukey Meetings Log of all conversations/emails with family Meet parents with teachers as needed.	Monitor progress in Pupil Progress meetings and other monitoring activities Write a note in the Edukey Meetings Log of all conversations/emails with family Meet parents with teachers as needed

For all children with SEND:

Teacher will…	SENCo will…	SLT will…
All of the above PLUS: Complete in-class assessments and act upon findings, incl PIRA, PUMA and Behaviour Tracker – and A2E SEN Toolkit of child is over 1.5x yrs below ARE in a subject. Plan to address needs as part of weekly planning and planning for support staff. Use of 'Planning for Progress' proforma is recommended. Plan and request all additional provisions and interventions by adding names to those on Edukey in Aut, then update in Spr and Sum Invite parents in to jointly Review SEND Plans 3x a year (Oct, Feb, Jun) Update Passports with Pupil Voice and Parents Voice input to notes 3x a year	All of the above PLUS: Meet the teacher to discuss impact of Graduated Response Attend the first SEND Plan meeting and signpost as needed. Make referrals to outside agencies as needed. Research best practice and recommend CPD. Provide sample letters for SEND Plan Review mtgs and follow up attendance. Monitor the use of additional adults and allocate based on need Quality Assure SEND paperwork.	All of the above PLUS: Check all children consistently below SS=80 are on the SEND Register or being planned for in a way that will meet their needs. Monitor efficient use of additional adults – timetable their use to meet common targets Support staff wellbeing in the first instance *Provide 3x CPD sessions per year dedicated to SEND reviews.* *Provide an INSET Day at the start of the year to give time to quality SEND planning.* *Provide an INSET day at the end of the year to give time to quality SEND handover*

For all children with EHCPs or those who a teacher thinks their SEND planning and teaching is not enough:

Teacher will…	SENCo will…	SLT will…
All of the above PLUS: Create a weekly plan for the child showing: - How they are supported in each lesson - What level of support:1:1, small group, independent - Ensure the child's name is on every provision or intervention is on EdukeyWrite a Positive Behaviour Plan / Positive Handling Plan / Pupil Support Plan / Risk Assessment with MBS if needed	All of the above PLUS: Prepare an EHCNA (EHC Needs Assessment, which should lead to an EHCP), incl work with families and outside agencies Create a costed Provision Map showing spending over £6000 Write the School Report for EHCNA with the teacher	All of the above PLUS: Monitor weekly planning of High Level Needs children – looking for efficient use of additional adults – timetable their use to meet common targets Plan for efficient and effective use of The Bridge to support as needed

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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 thinks my child has SEND

Together complete the relevant Hill View Checklists. 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 SEND 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.

Education Health Care Plan (EHCP)

A small number of pupils (4.8% of UK pupils, 2024) whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment (EHCNA). The process is thorough and detailed and can be completed with the SENCo or by a family on their own.

Families can apply via the Local Authority.

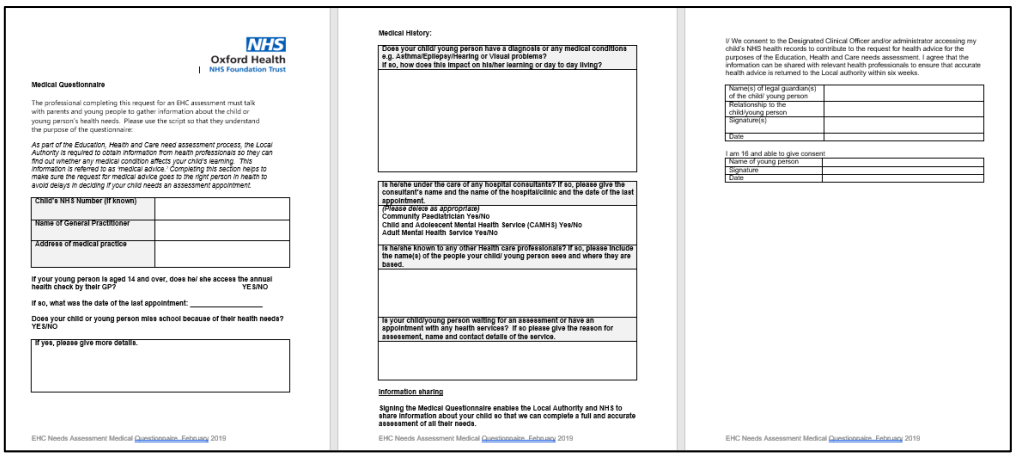
The link is here from The Local Offer page.



This video explains more about EHCPs

This may result in an Education, Health and Care Plan (EHCP) being provided. Hill View School follows the Oxfordshire Local Authority's guidance and processes for this process and involve parents/carers and the child from the beginning. This is outlined in the following pages.

You will be asked to complete a medical form like this



NHS Oxford Health NHS Foundation Trust

Medical Questionnaire

The professional completing this request for an EHC assessment must talk with parents and young people to gather information about the child or young person's health needs. Please use the script so that they understand the purpose of the questionnaire:

As part of the Education, Health and Care need assessment process, the Local Authority is required to obtain information from health professionals so they can find out whether any medical condition affects your child's learning. This information is referred to as 'medical advice.' Completing this section helps to make sure the request for medical advice goes to the right person in health to avoid delays in deciding if your child needs an assessment appointment.

Child's NHS Number (if known)	
Name of General Practitioner	
Address of medical practice	

If your young person is aged 14 and over, does he/ she access the annual health check by their GP? YES/NO

If so, what was the date of the last appointment: _____

Does your child or young person miss school because of their health needs? YES/NO

If yes, please give more details.

EHC Needs Assessment Medical Questionnaire- February 2019

Medical History:

Does your child/ young person have a diagnosis or any medical conditions e.g. Asthma/Epilepsy/Hearing or Visual problems?
If so, how does this impact on his/her learning or day to day living?

Is he/she under the care of any hospital consultants? If so, please give the consultant's name and the name of the hospital/clinic and the date of the last appointment.
(Please delete as appropriate)
Community Paediatrician Yes/No
Child and Adolescent Mental Health Service (CAMHS) Yes/No
Adult Mental Health Service Yes/No

Is he/she known to any other Health care professionals? If so, please include the name(s) of the people your child/ young person sees and where they are based.

Is your child/young person waiting for an assessment or have an appointment with any health services? If so please give the reason for assessment, name and contact details of the service.

Information sharing

Signing the Medical Questionnaire enables the Local Authority and NHS to share information about your child so that we can complete a full and accurate assessment of all their needs.

EHC Needs Assessment Medical Questionnaire- February 2019

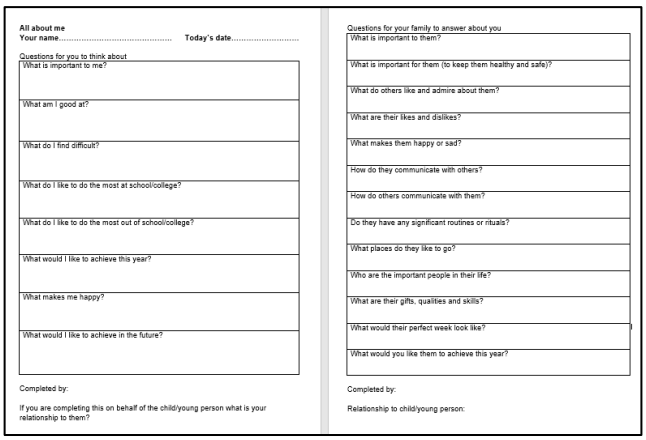
If We consent to the Designated Clinical Officer and/or administrator accessing my child's NHS health records to contribute to the request for health advice for the purposes of the Education, Health and Care needs assessment. I agree that the information can be shared with relevant health professionals to ensure that accurate health advice is returned to the Local authority within six weeks.

Name(s) of legal guardian(s) of the child/ young person	
Relationship to the child/young person	
Signature(s)	
Date	

I am 16 and able to give consent

Name of young person	
Signature	
Date	

EHC Needs Assessment Medical Questionnaire- February 2019



All about me
Your name..... **Today's date**.....

Questions for you to think about

- What is important to me?
- What am I good at?
- What do I find difficult?
- What do I like to do the most at school/college?
- What do I like to do the most out of school/college?
- What would I like to achieve this year?
- What makes me happy?
- What would I like to achieve in the future?

Completed by:

If you are completing this on behalf of the child/young person what is your relationship to them?

Questions for your family to answer about you

- What is important to them?
- What is important for them (to keep them healthy and safe)?
- What do others like and admire about them?
- What are their likes and dislikes?
- What makes them happy or sad?
- How do they communicate with others?
- How do others communicate with them?
- Do they have any significant routines or rituals?
- What places do they like to go?
- Who are the important people in their life?
- What are their gifts, qualities and skills?
- What would their perfect week look like?
- What would you like them to achieve this year?

Completed by:

Relationship to child/young person:

Your child is in the middle of the process. You will be asked to complete a Parent Voice and Pupil Voice questionnaire like this

LOCAL OFFER Oxfordshire

More information can be found on the following pages, or via The Local Offer or SENDIASS

Special Educational Needs and Disability Information, Advice & Support Service
sendiass OXFORDSHIRE

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

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

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.

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

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

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

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"

Department for Education

SPECIAL NEEDS JUNGLE

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

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.

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.

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

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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.

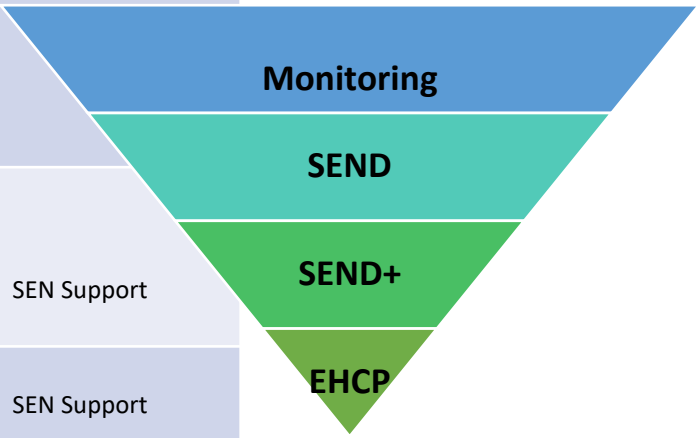
All decisions where there is no appeal right to the Tribunal can be challenged via Judicial Review. Families will need legal advice in relation to Judicial Review and legal aid may be available to pay for this.

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)

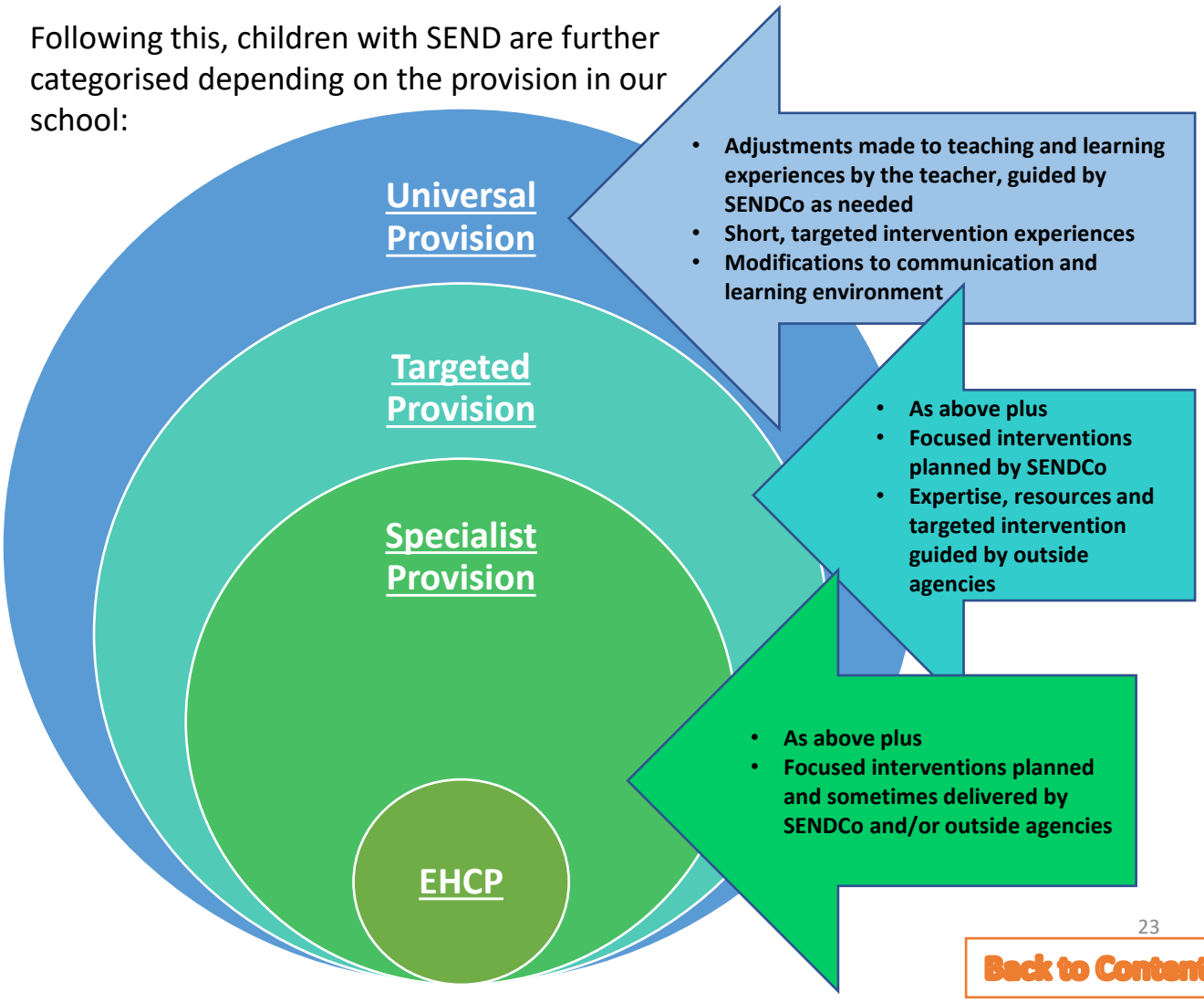
Full details can be found in Chapter 11 of the SEND Code of Practice

Organisation of SEND Provision

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



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



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

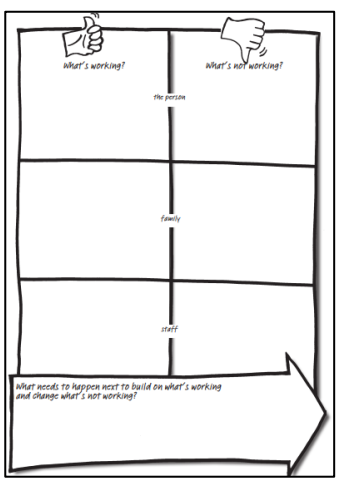
At Hill View School, we believe that giving children a voice in planning and reviewing their support can be empowering. It can increase the impact of any action taken to support progress towards outcomes and realise their aspirations.

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.

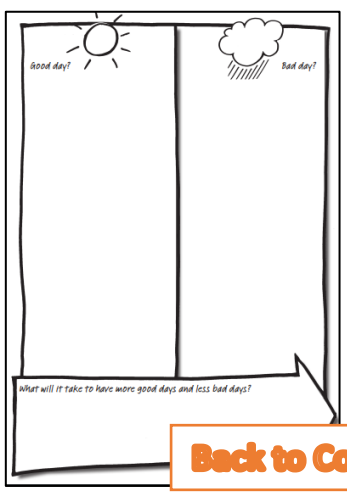
Questions and resources we might use to understand the opinions and ideas of our children at Hill View School include all or some of the following:

- **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?**
- **What is you 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.

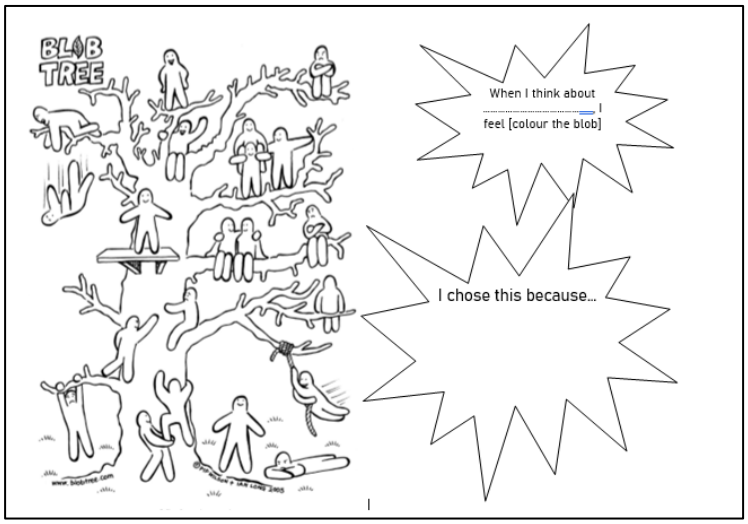
Similar tools may be used from https://www.helensandersonassociates.com/person-centered-thinking-tools/

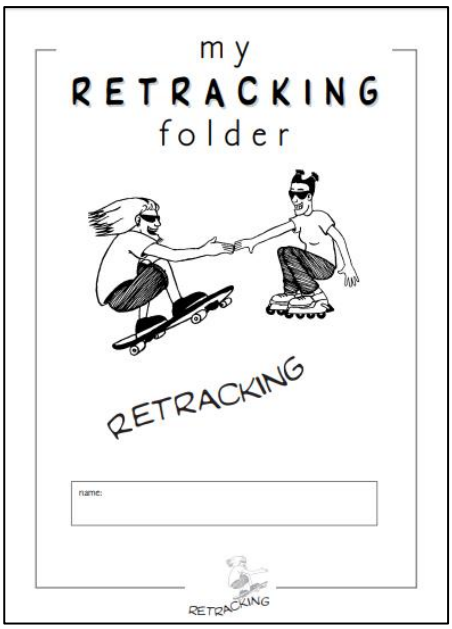


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Putting my child at the centre of their provision – using their voice

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.

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 https://www.sheffkids.co.uk/resources/



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

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. Our Curriculum is based on what our children need and how children learn, e.g. through an awareness of **cognitive load** and what is needed for good **executive function**. The **Brain Smart Start** also supports the children's memories and readiness to learn. These are all outlined in the **Teaching and Learning Policy** on the school website. **Teaching through an awareness of these helps all pupils; especially those with SEND.**

Every teacher is responsible and accountable for the progress and development of all children in their class even when they access extra support. To enable children with SEND to access teaching and learning in Hill View, 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
An individual learning programme for English and Maths based on Access To Education SEN Toolkits	**Learning Kit containing maths, writing and spelling support cards**
Specific feedback and success criteria	**Classroom well organized and labelled (with picture symbols)**
Take-Up Time	**Spellcheckers**
Activities and listening broken up with breaks for more kinaesthetic activities	**Word banks and definitions**
Pupils are clear what is expected – use of 'WAGOLL' – what a good one looks like – examples.	**Notes, colour and mind-mapping formats for reminders**
My turn – Our turn – Your turn	**Zones of Regulation**
Understanding check-ins	**Reflection Space and Time Out opportunities**
Pre-teaching of new concepts	**Visual timetable**
Over-learning of old concepts	**Now and Next Board**
Instructions given in small chunks with visual cues	**Task Management Board**
Differentiated outcome e.g. cartoon strip instead of written prose, adult scribe	**Active Listening for Active Learning support cards**
Additional modelling, prompting, scaffolding or cluing from another adult	**Use of alternative technologies and/or software**
Peer support or Talk Partner to rehearse answers	**Visual aids and practical equipment accessible and signposted**
	Writing frames

SEND-Friendly Learning Environment

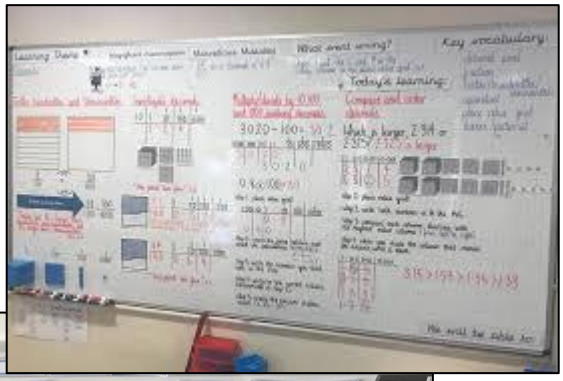
At Hill View School, we endeavour to make children with SEND feel included in every lesson, independent and capable of self-help. We want all our children to feel proud that they have overcome challenge, or made the right choice, on their own.

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 clutter-free to reduce a child's feeling of overwhelm/visual stress
- 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



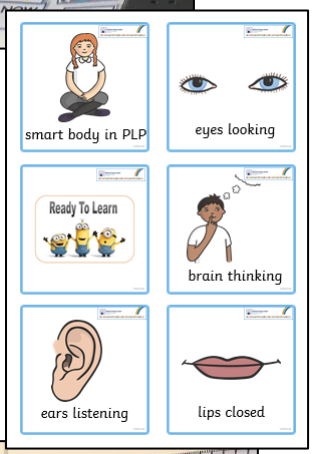




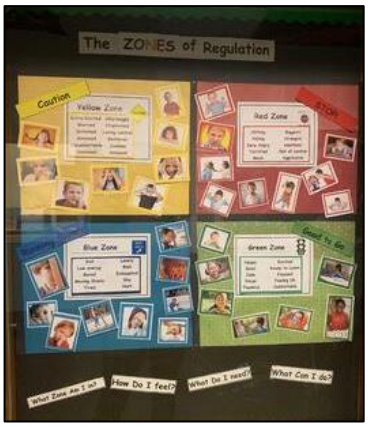














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Support for specific Areas of Need – Communication and Interaction.

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
- Additional ideas for supporting Speech, Language and Communication are found here too.

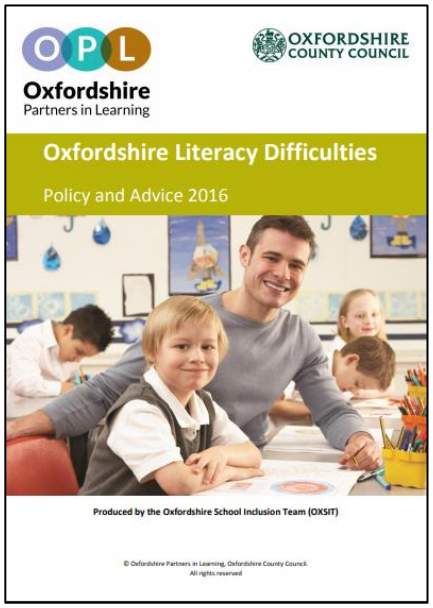
Support for specific Areas of Need – Cognition and Learning.

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
- Additional supports for maths are found here.

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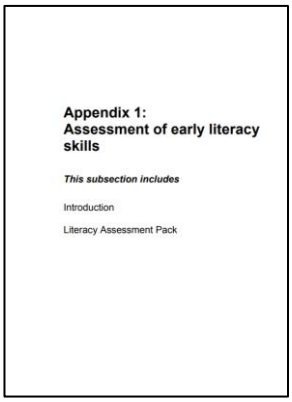
Support for specific Areas of Need – Dyslexia.



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

The Literacy Gold assessments or Literacy Assessment Pack is used to help discover specific areas of difficulty.



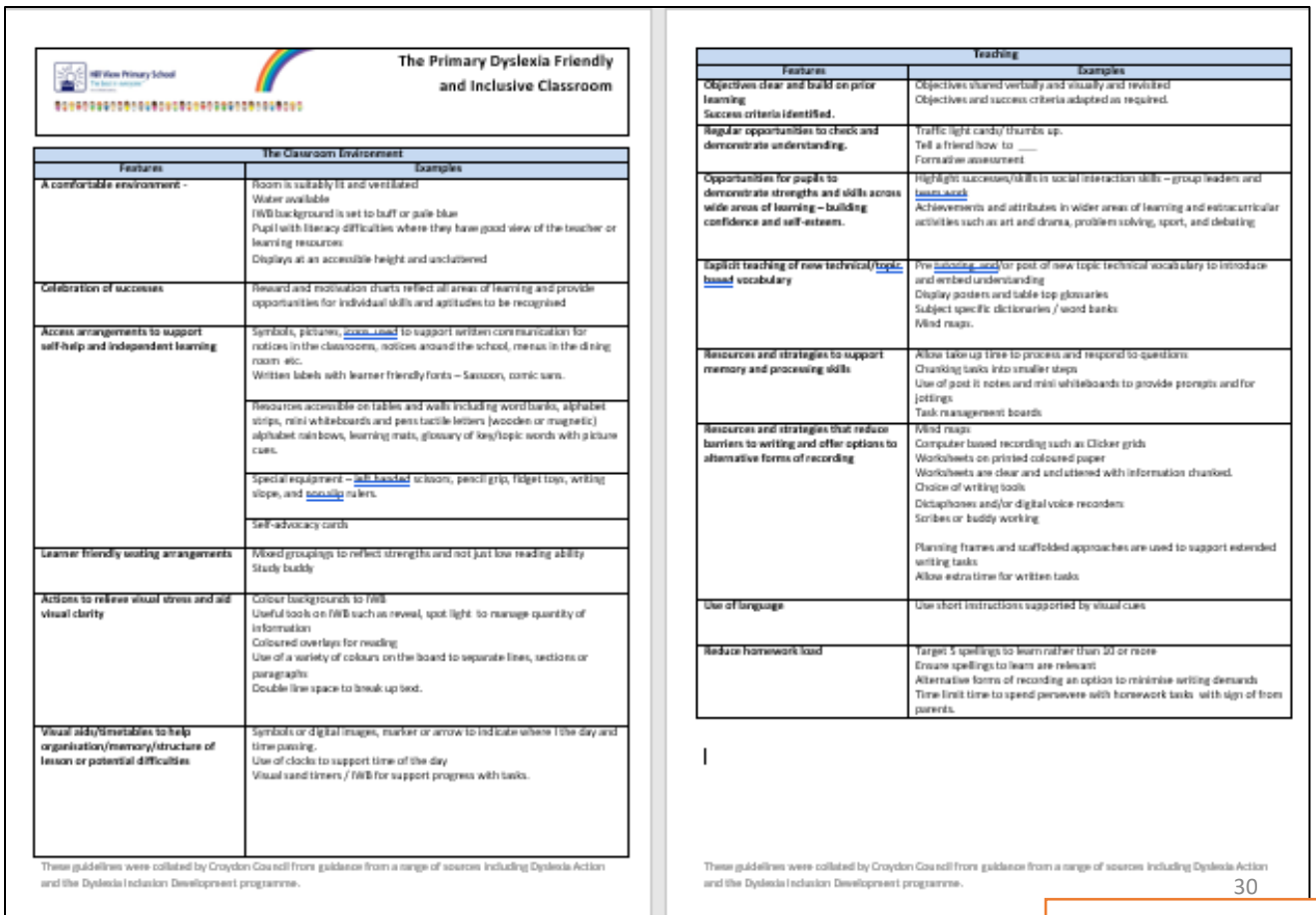


Appendix 1:
Assessment of early literacy skills

This subsection includes

Introduction

Literacy Assessment Pack



The Primary Dyslexia Friendly and Inclusive Classroom

The Classroom Environment	
Features	**Examples**
A comfortable environment -	Room is suitably lit and ventilated Water available IWB 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, [word mat] 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 – Sassoon, 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 – [left handed] scissors, pencil grip, fidget toys, writing slope, and [non-slip] rulers.
	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 backgrounds to IWB Useful tools on IWB 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 where I the day and time passing. Use of clocks to support time of the day Visual sand timers / IWB 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 extracurricular activities such as art and drama, problem solving, sport, and debating
Explicit teaching of new technical/[topic based] vocabulary	Pre [teaching, and] 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 jottings 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 working Planning frames and scaffolded approaches are used to support extended writing tasks Allow extra time for written tasks
Use of language	Use short instructions supported by visual cues
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 limit time to spend persevere with homework tasks with sign of from parents.

I

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

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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
- Additional ideas for support for SEMH can be found here.

Support for specific Areas of Need – ADHD.

ADHD Oxfordshire
Information and Support

Managing ADHD in school

1. Praise is essential. Look for opportunities, however small. Catch them being good.

2. Describe and comment on the behaviour you WANT - not the behaviour you don't want.

3. Give strong incentives for desired behaviour. Rewards work better than punishment.

4. Give short achievable targets. Give frequent and immediate positive feedback.

5. As far as possible ignore unwanted behaviour if not disruptive. Give positive feedback if they return to task.

6. Alternate sitting-down activities with more physical ones.
Give frequent opportunities to get up and move around. Include the whole class in short exercises or stretches.

7. Allow fidgeting or standing up, if this helps the child to persevere with a task. Allow space for movement.

8. Give directions singly and repeat calmly as necessary.
Get child's attention first, with eye contact. Get child to repeat out loud, what he/she is going to do. Use visual reinforcement.

9. When whole class teaching, seat close to you or try different places to see which works best, e.g. next to sensible children, or at the back where others are not distracted and the child has room to fidget. Use visuals and movement to keep attention.

10. Plan ahead for difficult situations.
Have alternative activity ready. Allow a time-out period in a quiet corner. Accept a shorter concentration time.

11. Try to give the ADHD child some responsibility in the classroom. When possible let them help another child.

12. Give warning of change-over times coming up.
Be sure the child has heard and understood. State the behaviour expected during change-over, in simple clear language.

13. Do not value neatness over content and effort.
The handwriting of ADHD children is frequently slow and poor. Remember that the effort involved for ADHD children is far greater than their output would lead us to believe. Allow other methods of recording.

14. Remember to report to parents and other staff the child's positive incidents and achievements.



More information for staff on ADHD can be found in this guidance found at https://www.tewv.nhs.uk/about-your-care/practical-guide/adhd/information-for-teachers/ This guidance supports Hill View School in identifying, supporting and providing for children with this specific learning difficulty

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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



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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



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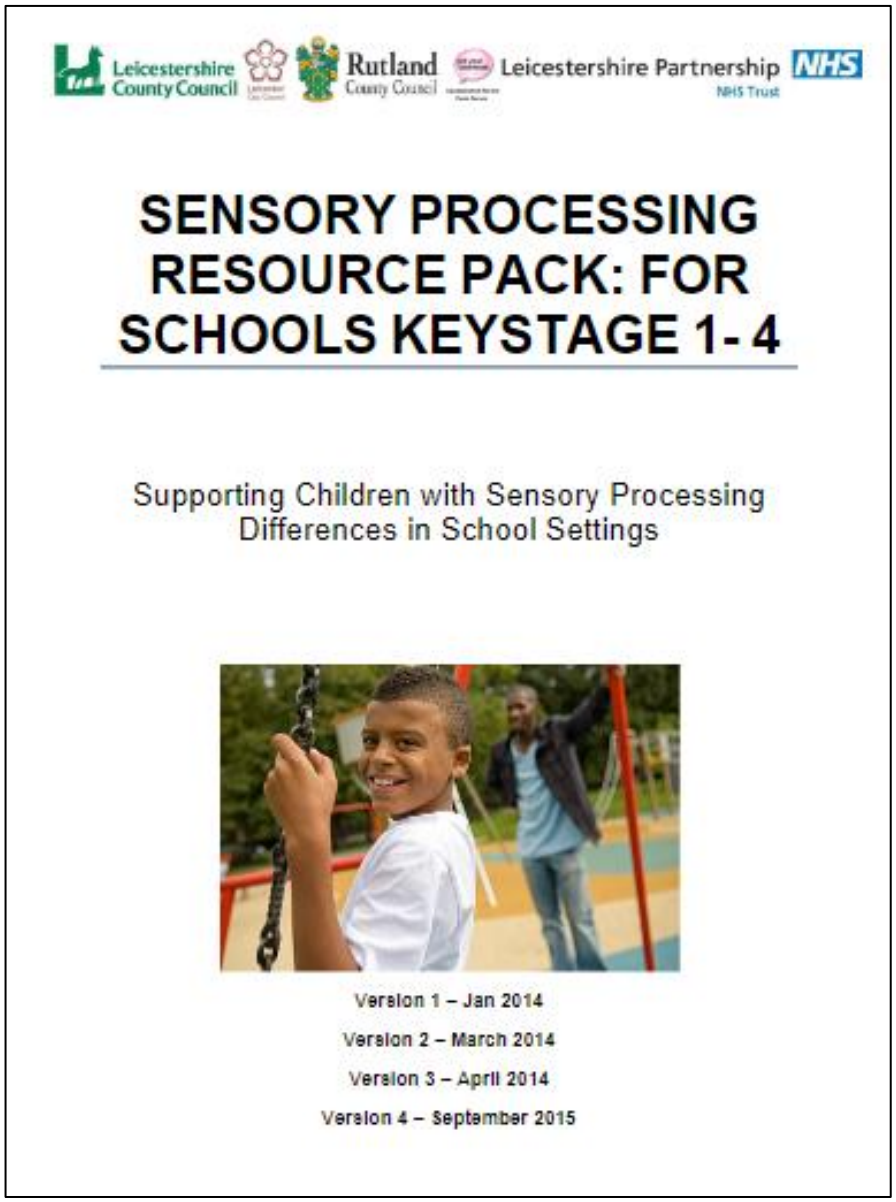
Support for specific Areas of Need – Physical/Sensory Needs.

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

Support for specific Areas of Need – Sensory Processing Disorder.



Leicestershire County 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

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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.

The Sensory Room

We have a Sensory Room on site, where children with complex needs can experience different lighting, sounds and textures to help their development







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/Portals/0/adam/Content/HxtBN0NUvkWVzTKSunfhsA/Link/23.%20HV%20Intimate%20personal%20care%20policy%2024-25.pdf

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 Hannah Wakefield in the school office.



Hannah Wakefield, Medical Lead

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Standardised Tests - Access Arrangements.

Access Arrangements are one key way in which we comply with our 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 SENDCo works closely with all teaching staff in completing the application to the awarding bodies. Please see the Year 6 Teachers, Mr Johnson and Miss O'Connell, if you feel your child needs Access Arrangements for SATs and they will liaise with SLT and SENDCo 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)







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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 https://hillview-school.co.uk/learning/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, Widget vocabulary banks. This **Provision** is part of their every day.

Targeted Intervention for children with SEND is additional to things 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. After assessment and target setting, we include best practice Interventions from the EEF. 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
Access to Education Maths Toolkit **Target Ladders: Dyscalculia** **Pre-teaching** **TTRockStars & Numbots** **NumberSense**	**Access to Education Reading/Writing/Speaking and Listening Toolkits** **WellCom** **1:1 Reading and/or Literacy Gold** **Fresh Start Literacy programme** **Pre-teaching Vocabulary** **Speech & Language programmes of work** **Target Ladders: Dyslexia** **Language for Thinking** **Precision Teaching**	**Target Ladders: Developing Co-ordination** **Occupational Therapy programmes of work** **Physiotherapy programmes of work** **The Sensory Room** **The Bridge Physical Reset area**	**The Bridge** **MHST Worker** **Social Stories** **Talkabout Self-Esteem and self-awareness** **Talkabout Social Skills** **Talkabout Friendship Skills** **Practical Pragmatics** **Lego Therapy**

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 1.4% of the school), the Behaviour Lead, Head of School and SENDCo 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.

Mrs Michelle Bruce-Simms, Behaviour and Attendance Lead



My child was excluded from their last school

My child spent a lot of time out of the classroom at their last school

They will be welcomed at Hill View School if we can meet their needs

They may have a Reintegration Timetable where they gradually increase the number of hours they attend school

They may have a Learning Mentor and their own Safe Space where they do some of their learning, slowly integrating back into class.

They may have a curriculum based on belonging, aspiration, nurture and social relationships as they settle in

My child is working several years below the academic level of their age

They will be welcomed at Hill View School if we can meet their needs

They may be welcomed into Rowan or a Learning Club – a small group learning outside the classroom.

They may focus on key English, Maths, speaking & listening skills, and have increased Brain Breaks and time for personal/social development activities

They may focus on vocabulary and pre-teaching in other areas of the curriculum so they are active learners back in class in the afternoons.

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Enhanced Pathway Provision: Rowan Class Family

Hill View School is proud of its tradition of innovating the curriculum to best suit our individual learners in each cohort.

Rowan is a small class family of up to nine children who have high Communication & Interaction Needs and are working at Early Years or KS1 level. **There are** three staff members with Rowan, led by a Specialist Teacher. Children spend **half the day in Rowan**, and lunchtime and the other half of the day with their home class.

Rowan provides a relevant, bespoke, life skills curriculum based on communication, personal, emotional and social interaction skills. Its 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.

The children are in Rowan for a 'long' school term. The group will be reviewed in December/Easter/ July. In consultation with staff and families, the child graduates out or continues in Rowan.





<u>What does education in Rowan look like?</u>

- Learning in Rowan is delivered through evidence-based methods that are proven to develop children's communication and interaction skills.
- Learning is through the same topics as the main classes, so the children feel part of their class family too – staff help the children to be able to better access the topic learning in the non-Rowan half of their school day.
- The children learn through play, sensory activities and an appropriately-paced teaching of the curriculum. Lessons are taught using a multi-sensory approach, using a combination of exploration and direct teaching.
- Learning includes focused time spent on EHCP Outcomes, as advised by outside agencies. Using the skills of a Specialist teacher, the children develop personal, social, speech & language and physical skills.

<u>What does the timetable in Rowan look like?</u>

- There is a very clear structure to the Rowan sessions. They are based on children learning the independent skills needed to meet the best possible outcomes in school life and beyond.
- It is based on effective concepts the children are familiar with, such as a visual timetable, 'Now & Next' and lots of visual/signing methods of support.
- Whether your child is in the Morning or Afternoon family depends on their level of need and how well they are accessing the mainstream classroom environment at other times of the day

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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 extra-curricular activities the school offers.
- We are proud of our inclusive wrap-around 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 SENDCo 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.

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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 (including staff) 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.

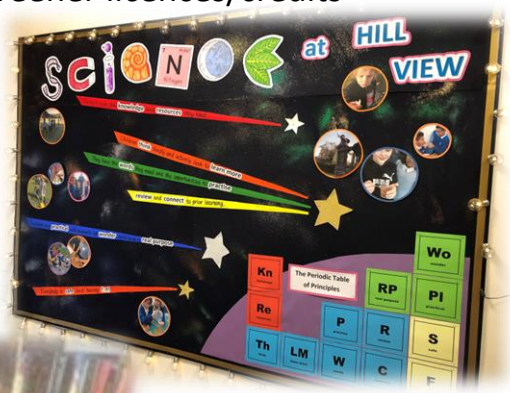
Where the cost of special provision required to meet the needs of an individual child exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding; an application to the Local Authority will be made for top-up funding or an Educational Health and Care Plan as appropriate.

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

The SENCo, together with Head of School 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:

- SENDCo
- Teaching Assistants (TAs)
- Training for all staff
- The Bridge, Rowan and Learning Club
- The Sensory Room
- Outside expertise including Educational Psychologist
- Educational materials to help adapt teaching and learning
- Online learning platforms, assessment and screener licences/credits





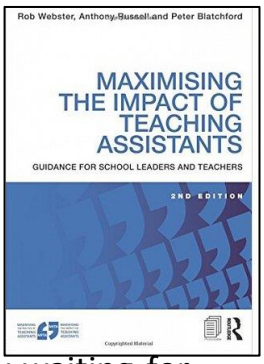


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Additional Adult Support

Hill View School is fortunate to have very dedicated, enthusiastic, skilled and positive Teaching Assistants (TAs). Although class teachers hold responsibility for the provision and progress of all the children in their class, including those with SEND, they work extremely closely with TAs.

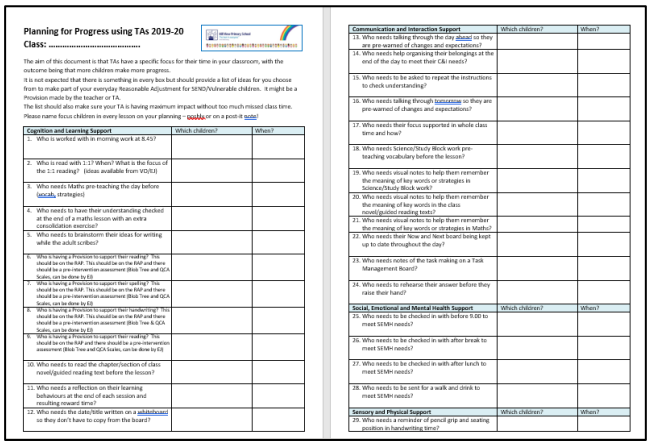
We work together using the 'Maximising the Impact of Teaching Assistants' (MITA) research findings. The SENDCo has researched this at length and our school has been part of a project to be innovative in our use of these principles.



At Hill View School, we aim to enact the following best practice:

- Consistency of *approach*, rather than consistency of *person*
- Positive, respectful relationships between *all* staff and *all* pupils, so *all* children respond to *all* adults and vice versa
- *Active* involvement in learning and decision-making, not *passively* waiting for an additional adult to put you on the right track
- Children being given the *need to* communicate their opinions/ideas/wishes.
- Children being given everlasting *tools* rather than a person who may be absent.

Through these principles, we have seen that we can develop children who: have their own voice; are not reliant on one person to function well in school; can turn to any staff member to keep them safe and supported, and to instil high expectations; take responsibility for themselves and their learning, seeking support when it is needed, but not relying on it; solve their own problems, sometimes with help, but not *only* when they have someone to show them how.


Planning for Progress using TAs 2019-20
Class: .....

The aim of this document is that TAs have a specific focus for their time in your classroom, with the outcome being that more children make more progress.
It is not expected that there is something in every box but should provide a list of ideas for you choose from to make part of your everyday Reasonable Adjustment for SEND/Vulnerable children. It might be a Provision made by the teacher or TA.
The list should also make sure your TA is having maximum impact without too much missed class time.
Please name focus children in every lesson on your planning – purple or on a post-it note!

Cognition and Learning Support	Which children?	When?
1. Who is worked with in morning work at 8.45?		
2. Who is read with 1:1? When? What is the focus of the 1:1 reading? (ideas available from VD/EJ)		
3. Who needs Maths pre-teaching the day before (vocab, strategies)		
4. Who needs to have their understanding checked at the end of a maths lesson with an extra consolidation exercise?		
5. Who needs to brainstorm their ideas for writing while the adult scribes?		
6. Who is having a Provision to support their reading? This should be on the INP. This should be on the RAP and there should be a pre-intervention assessment (Blob Tree and GCA Scales, can be done by EJ)		
7. Who is having a Provision to support their spelling? This should be on the INP. This should be on the RAP and there should be a pre-intervention assessment (Blob Tree and GCA Scales, can be done by EJ)		
8. Who is having a Provision to support their handwriting? This should be on the INP. This should be on the RAP and there should be a pre-intervention assessment (Blob Tree & GCA Scales, can be done by EJ)		
9. Who is having a Provision to support their reading? This should be on the RAP and there should be a pre-intervention assessment (Blob Tree and GCA Scales, can be done by EJ)		
10. Who needs to read the chapter/section of class novel/guided reading text before the lesson?		
11. Who needs a reflection on their learning behaviours at the end of each session and resulting reward time?		
12. Who needs the date/title written on a whiteboard so they don't have to copy from the board?		

Communication and Interaction Support	Which children?	When?
13. Who needs talking through the day ahead so they are pre-warned of changes and expectations?		
14. Who needs help organising their belongings at the end of the day to meet their C&I needs?		
15. Who needs to be asked to repeat the instructions to check understanding?		
16. Who needs talking through tomorrow so they are pre-warned of changes and expectations?		
17. Who needs their focus supported in whole class time and how?		
18. Who needs Science/Study Block work pre-teaching vocabulary before the lesson?		
19. Who needs visual notes to help them remember the meaning of key words or strategies in Science/Study Block work?		
20. Who needs visual notes to help them remember the meaning of key words in the class novel/guided reading texts?		
21. Who needs visual notes to help them remember the meaning of key words or strategies in Maths?		
22. Who needs their Now and Next board being kept up to date throughout the day?		
23. Who needs notes of the task making on a Task Management Board?		
24. Who needs to rehearse their answer before they raise their hand?		
Social, Emotional and Mental Health Support	**Which children?**	**When?**
25. Who needs to be checked in with before 9.00 to meet SEMH needs?		
26. Who needs to be checked in with after break to meet SEMH needs?		
27. Who needs to be checked in with after lunch to meet SEMH needs?		
28. Who needs to be sent for a walk and drink to meet SEMH needs?		
Sensory and Physical Support	**Which children?**	**When?**
29. Who needs a reminder of pencil grip and seating position in handwriting time?		

We recognise that this takes time, and so our levels of additional adult support for children with SEND is carefully planned and phased in/out depending on an individual's needs/ entitlement. TA deployment is led by Middle Leaders, with input from the SENCo, to reflect needs of children.

Teachers plan for TAs from their knowledge of the needs of individual children with additional guidance as needed from the SENCo

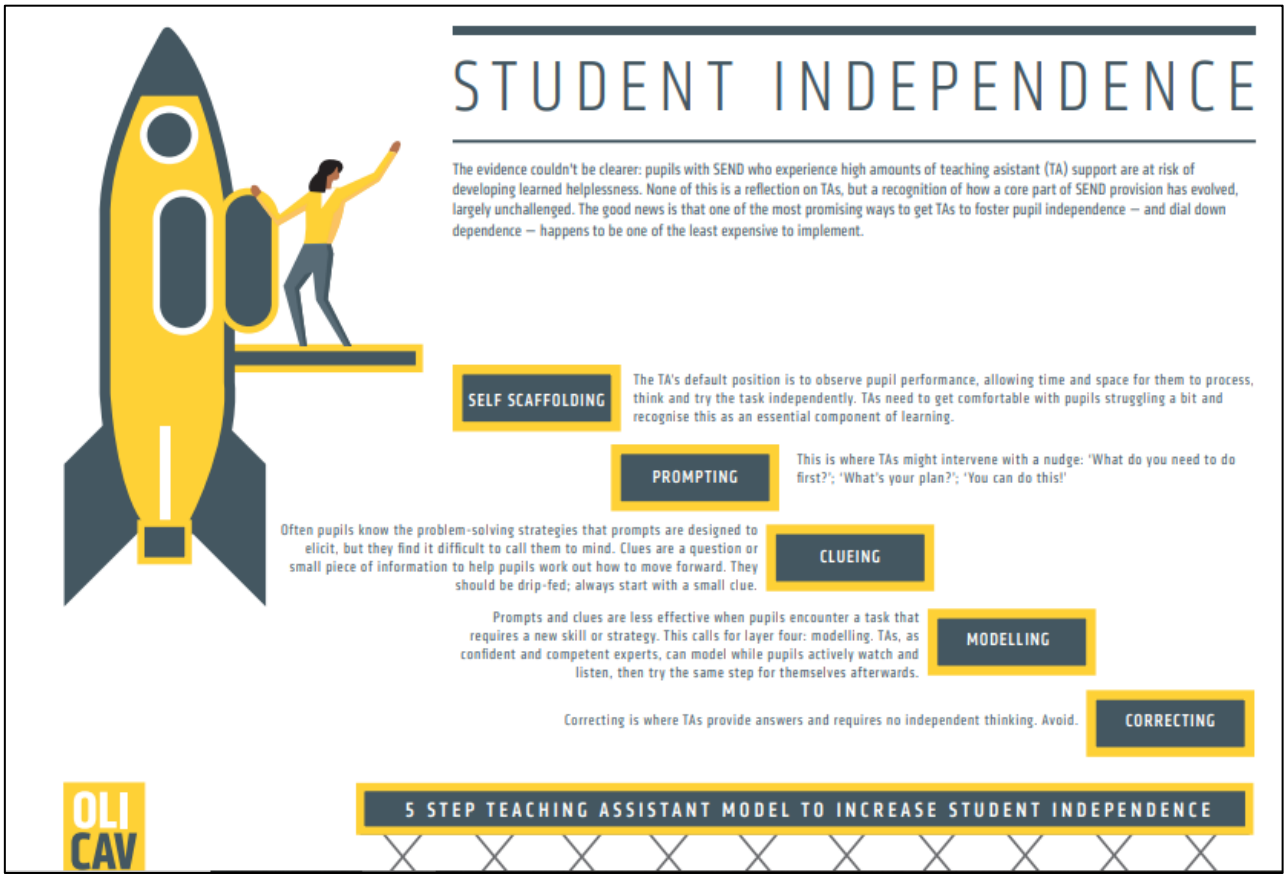
Our ultimate aim is to nurture children who feel a sense of pride in success that has been generated by them as an active individual, through their own positive decision-making that has been self-led. This will create a child who leaves us with an increased sense of self-esteem and ability to cope with challenge in the next phase of their life/education.

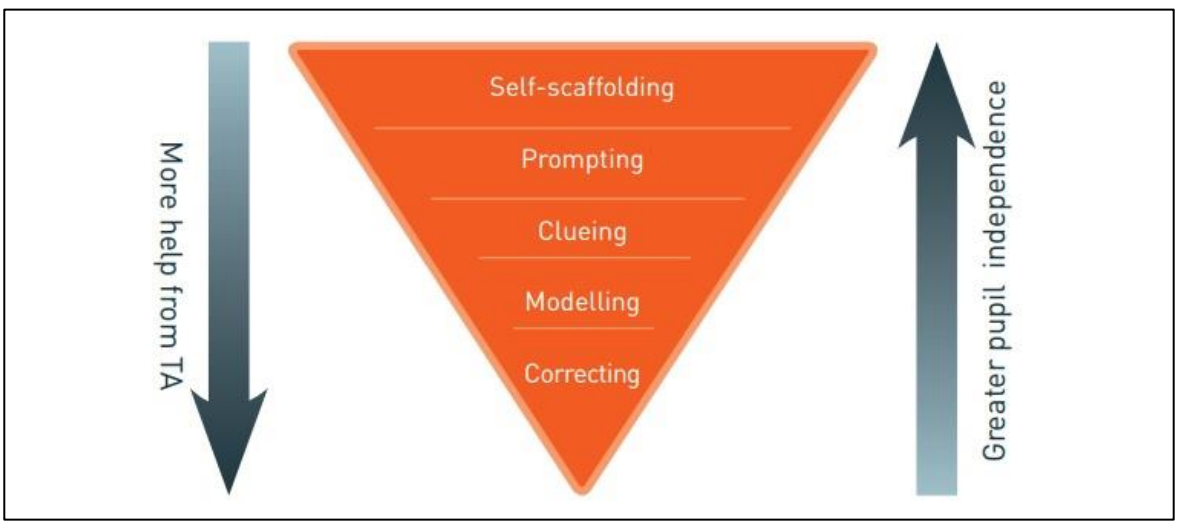
http://maximisingtas.co.uk/resources/maximising-the-impact-of-tas-book.php

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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:





http://maximisingtas.co.uk/assets/ta-5-step-model.pdf

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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 SENDCo, 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.

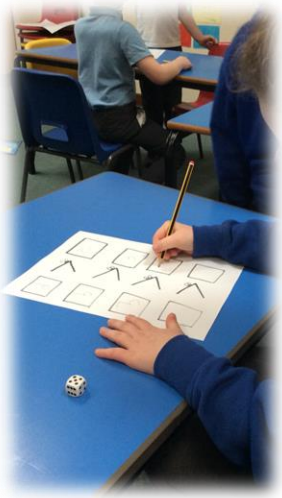
Sometimes additional guidance is used to inform best practice. In these cases, guidance is gained from a range of **outside agencies**. Their expertise can guide both Provision and Intervention.

For assessment and advice from most of these services a Referral Form must first be completed by the SENDCo, 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 SENDCo. Where a SEN is more complex and an EHCP is being considered, the outside expert may observe and write a report on your child.









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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 Head of School or SENDCo, and with the full agreement of parents.

The SENDCo 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
Community Paediatrician www.ouh.nhs.uk/children/services/medical-services/community/default.aspx **Educational Psychologist** fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=BrbWJr4zZko **OXSIT** schools.oxfordshire.gov.uk/traded-services/traded-services-schools/oxfordshire-schools-inclusion-team-oxsit **Frank Wise School Outreach** frankwise.oxon.sch.uk/	**EYSENIT (for children in Nursery)** fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=ezjsMlND7rA **SENSS Team: C&I(ASD) Advisor** fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=Pt3NNmbgPUE%20 **Speech and Language Therapist** www.oxfordhealth.nhs.uk/service_description/speech-and-language-therapy-oxfordshire/ **CAMHS NDC Pathway** www.oxfordhealth.nhs.uk/camhs/oxon/ **Community Paediatrician** www.ouh.nhs.uk/children/services/medical-services/community/default.aspx	**Mental Health Support Team (based in school)** www.oxfordhealth.nhs.uk/camhs/oxon/mhst/ **CAMHS** www.oxfordhealth.nhs.uk/camhs/oxon/ **Mulberry Bush School Outreach** mulberrybush.org.uk/ **Educational Psychologist** fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=BrbWJr4zZko **Behaviour & Inclusion Team/Officer (BIO)** schools.oxfordshire.gov.uk/access-learning/behaviour-inclusion-team **The Gallery Trust Outreach** https://thegallerytrust.co.uk/	**SENSS Team:** **- Hearing Impairment Advisor** **- Visual Impairment Advisor** fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=Pt3NNmbgPUE%20 **Community Paediatrician** **Physiotherapist:** www.oxfordhealth.nhs.uk/childrens-community-physiotherapy/ **Children's Occupational Therapist:** www.oxfordhealth.nhs.uk/childrens-occupational-therapy/ **School Health Nurse** www.oxfordhealth.nhs.uk/school-health-nurses/ **Health Visitor (for children in Nursery)**

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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: flick

Teachers and TAs

- Our teachers are trained in Adaptive Teaching, SEND Identification and Support, and Attachment & Trauma Informed Practice. All teachers and TAs have had a wide range of training in our weekly afterschool CPD or our full INSET days, which both teachers and TAs attend. Additional optional training is signposted to teachers on a weekly basis.
- Our Teaching Assistants have received specialist intervention training appropriate to the provision they offer.
- The induction of ECTs, Apprentice TAs, new staff (and volunteers as needed) includes sessions with the SENDCo on the school's policy and SEND procedures.
- There are workshops and a weekly Working Lunch/Drop-in session offered by the SENDCo for all staff to chat through support and advice.
- Where needed, we use the following training providers to access training: OTSA Oxfordshire Teaching Schools Alliance; Frank Wise School; VSLAC The Virtual School; The Mulberry Bush School Showing the way in therapeutic child care; OPL Oxfordshire Partners in Learning; OSCB Oxfordshire Safeguarding Children Board

Outside Professional Support for staff

Where a programme of work is planned for an individual child by an outside agency, *as a minimum*, the SENDCo plus one TA is trained in its delivery, e.g. physiotherapy,, Occupational Therapy, SENSS Autism Advisory Teacher, S&LT.

Where an outside agency has observed, assessed and generated ideas for targets / support strategies for an individual, *as a minimum*, SENDCo 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 a Special School practitioner or Educational Psychologist to discuss ideas for the support for those in their class.

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)
- Nurture Schools (advanced SEMH provision)
- Read Write Inc (EY, KS1, Y3/4 phonics, reading, spelling)
- Fresh Start (KS2 literacy)
- Lego Therapy (communication skills)
- Early Help Assessments
- Talk Boost and WellCom (EY speech and language)
- Bereavement and Loss
- Non-Violent Resistance (behaviour support)
- Team Teach (behaviour support and positive handling)
- Child psychology
- Makaton (sign language)
- EBSA (Emotionally Based School Avoidance)



The EYSEN Lead and The SENDCo are qualified at post-graduation level with the NASENCo Award and the SENDCo is also trained in:

- Designated Teacher of LAC [VSLAC training]
- Advanced Team Teach [Point 5 training]
- Specialist Safeguarding [OSCB training]
- Specific Learning Difficulties Level 2 [The Skills Network]
- Autism and Specific Learning Difficulties Level 2 [AET training]
- Early Help Assessment [OSCB training]
- All types of SEN [OXSIT and various providers]
- National Nurture Schools [Nurture UK]

The SENDCo also attends:

- The TES SEN Conference
- The Oxfordshire SEND Live Conference

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

- NASEN
- The Banbury SENCo Partnership
- OXSIT
- United Learning Midlands 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.

Children with SEND always feature in the 'Star of the Week' celebration, as the school values are celebrated at that time - Confidence – Respect – Determination – Ambition – Creativity – Enthusiasm.

Learning about Safety and Wellbeing

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. They are taught across the whole school by Sally Moore, a Safeguarding Lead.

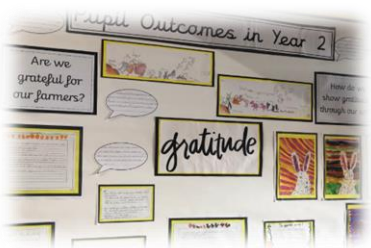
Sally Moore



Relationships Education

Although it is taught in a 'stage not age' level, we recognise that Relationships Education (RSE) can be a confusing topic for a child with SEND. Specific guidance for this is produced by the Local Authority and in used at Hill View School when necessary. Guidance can be downloaded here - https://schools.oxfordshire.gov.uk/rse-framework-pupils



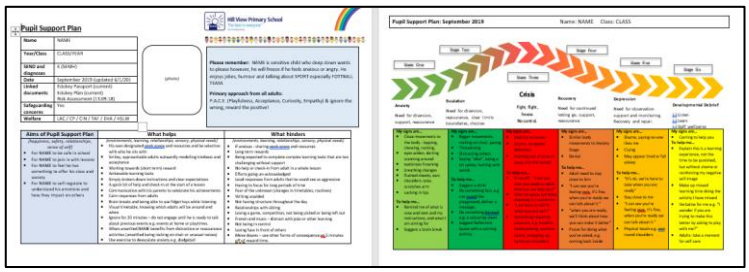




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Additional support to understand and increase wellbeing of SEND

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 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

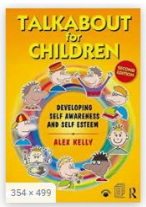
All children have all opportunities at Hill View School. We allow for Pupil Voice through an annual survey, and when creating SEND Plans, we include the ideas of the child. There are also chances to speak up about wellbeing through:

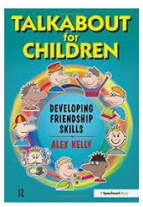
- Being represented in Pupil Leadership
- Chat times with Mrs Simons at The Rainbow Room
- School Counsellor for anyone waiting for CAMHS
- Counselling and informal chat called 'Place2Talk' with Place2Be
- Termly Pupil Forums with the SENCo where children with a common condition get together to discuss the strengths of their condition and what helps them to learn and relax.

Wellbeing interventions and services

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

- Mental Health Support Team worker
- 'Practical Pragmatics' programme in The Bridge
- Interventions planned with the SENSS Team, based on the Talkabout series (KS2)
- Support in accessing CAMHS and MHST
- The Bridge nurture space
- Lego Therapy in The Bridge to encourage asking for help







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We are a 'Nurture School'



National Nurturing School Award 2023

At Hill View School, we believe in the power of relationships and that nurture of the child comes first. With that in mind, we joined up with The Mulberry Bush, Oxford Brookes University and Nurture UK to be part of an exciting project to research the impact of good quality nurture on children, learning and a whole school community. All staff are Nurture Trained and parents had the chance to be part of a Nurture Focus Group too.
We won a national award in 2023 for this work.

Part of this project includes Mrs Simons and Mrs Bell providing 1:1 or small group sessions for children who are finding life a bit tricky. This might take place in The Bridge (see p.53) or the Rainbow Room. Children might work on friendships, self-esteem or managing big feelings, e.g. worry.

The Bridge- a cosy room with a sofa and lots of cushions where children can have some peace and space to talk.



A child is referred by 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 Bridge* by talking to your child's class teacher. 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 to step out of the pressures of the structured school day.

Safe Space

As well as this, every classroom has a 'Safe Space' where children can ask for a moment to sit and have some peace to collect their thoughts.

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The Bridge

At Hill View School, we are aware that a child's wellbeing and how they feel about themselves has a massive effect on their success, both in and out of school. Sometimes, the classroom can be an overwhelming place for a child who is not emotionally ready to learn, and this can impact on their work and that of others.

The Bridge is an alternative classroom space with areas to help dysregulated children feel calmer and more comfortable and do their classwork. There is a place for them to feel calm and comfortable, a place for them to burn off their energy and workspaces to either live link up to their classroom or do the work they have brought with them. Children can be offered The Bridge as a workspace by their teacher, or can ask to go there.

The Bridge has two rooms – one focused on Communication and Interaction, led mainly by Mrs Bell, and one focused on Social and Emotional skills and Wellbeing, led mainly by Mrs Simons.

Some worktime in The Bridge is planned as part of a child's bespoke timetable. Sometimes The Bridge staff will visit the child in the classroom for a reset or In-Class Coaching through a behavioural difficulty instead.

Also, behaviour logs are analysed weekly by The Bridge team, and proactive work for the week ahead is planned for as a result. This might be a Bridge group, Lego Therapy group, or just a tool to help the child manage more successfully in the future.

The Bridge Staff Team





C&I Teaching Assistant

- C&I targeted interventions
- In class coaching
- Specialist C&I support e.g., resources/ strategies

Nurture Lead

- Nurture & Well-being targeted interventions
- In class coaching
- Specialist SEMH support e.g., resources/strategies



Quiet Zone - Sensory



Targeted Intervention & group work



Focused learning Zone



Physical Zone – Sensory

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Anti-Bullying

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 SEND 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: Lunch Club, 'Check in and Chat' times with Mrs Bell, 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 here: https://hillview-school.co.uk/Portals/0/adam/Content/BsYSYvdKYkC3jX8dTJzpVA/Link/HV%20Behaviour%20and%20Relationships%20Policy%202025-26.pdf

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:

Focused Online Safety Weeks 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.

We are part of Flick Learning which trains staff on online safety updates and provides resources to help support children with or without a SEND who may have experienced bullying online. Online safety is 'drip-fed' to children at the start of each computing lesson, in addition to RSE lessons.

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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 Bridge and other SEND groups organise charity events or events to support our school or local community, e.g. MacMillan Coffee Mornings.

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:

Hill View Community Hub – a new local community charity running family support groups

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/





Links with Frank Wise Special School

Our Year 2 Class are friends with Frank Wise School as part of an Inclusion Project. Their friends in Frank Wise visit us weekly to learn and play together, and sometimes we go there too.

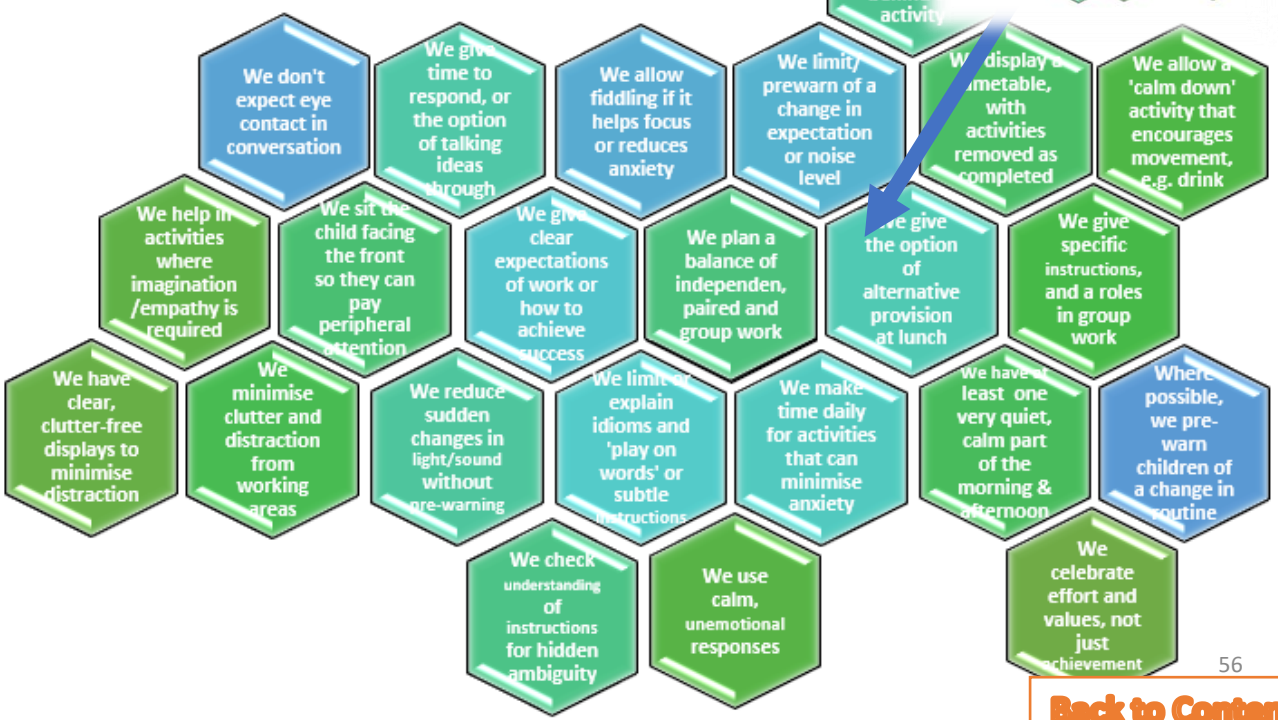
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Support for SEND I will see at Hill View School – Summary.

In class PROVISION	In/Out of class targeted INTERVENTION – these are also known as 'Provisions' on Edukey!!!
• Everyday additional support from TA/Teacher • In-class Pre-Teaching, Check-ins, Pre-Teaching 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 Access 2 Education SEN Toolkit***	• Short term to address a specific issue, usually less than one term • Delivered by a Teacher or trained 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 also measured by QCA Behaviour Scales/Boxall***



Download the 2026-2027 School Offer summary here:



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How will the school support my child in transition? Starting school

Places are allocated in accordance with the Admissions Policy, 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=_kGU1NyfwyI

Joining Hill View School in Early Years

- Our Nursery facility prides itself on its calm environment, and we are also are 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. For children who are already recognised as having SEND, the EYSEN Teacher, Mrs Sarah Gavaghan, 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 EYSEN Teacher 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.



Mrs Emma Jeavons, Early Years SEN Leader







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. The SENCo, class teachers and Head of School 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 Scho



- 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.

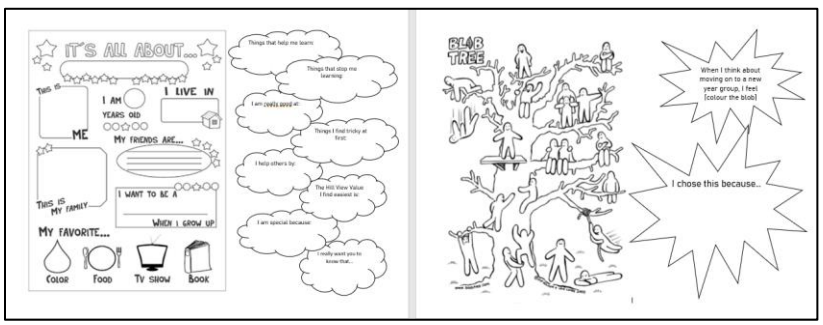
How will the school support my child in transition?
Moving through Hill View School

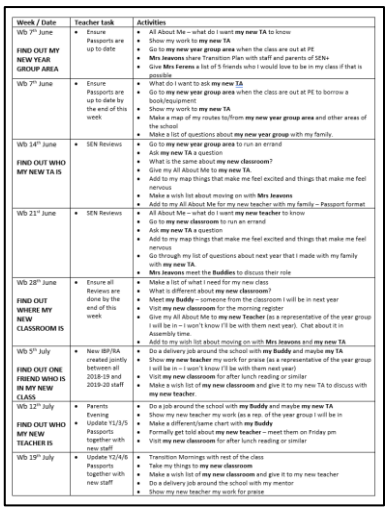
Moving through Hill View School

- The SENDCo, teachers and Head of School 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.
- Children with Autism or a condition that might mean they have extra worries about moving to a new classroom are given a printed Social Story for the summer. This contains lots of visual information about their new room, staff and routines. Please see Mrs Tracey Bell if you would like one for your child.



Mrs Tracey Bell, C&I support and Transition Project TA





Week / Date	Teacher task	Activities
Wb 7th June **FIND OUT MY NEW YEAR GROUP AREA**	• Ensure Passports are up to date	• All 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 Ferens** a list of 5 friends who I would love to be in my class if that is possible
Wb 7th June	• Ensure Passports are up to date by the end of this week	• 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/equipment • 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.
Wb 14th June **FIND OUT WHO MY NEW TA IS**	• SEN Reviews	• 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
Wb 21st June	• SEN Reviews	• 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**. • **Mrs Jeavons** meet the **Buddies** to discuss their role
Wb 28th June **FIND OUT WHERE MY NEW CLASSROOM IS**	• Ensure all Reviews are done by the end of this week	• 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**
Wb 5th July **FIND OUT ONE FRIEND WHO IS IN MY NEW CLASS**	• New IBP/IRA created jointly between all 2018-19 and 2019-20 staff	• Do 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.**
Wb 12th July **FIND OUT WHO MY NEW TEACHER IS**	• Parents Evening • Update Y1/3/5 Passports together with new staff	• Do 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/same 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
Wb 19th July	• Update Y2/4/6 Passports together with new staff	• Transition Mornings 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 • Do 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.


Hill View Primary School
"The best in everyone"

June 2024

Dear Parents/Carers

Re: Transition Support 2024

Moving on to a new classroom, teacher and year group can be a time of nerves and excitement for any child, especially for a child with additional needs. With this in mind, we would like to give your child the chance to be part of a Transition Project this term. This means that they will receive additional support with the Transition to their new class through a range of activities that may help to answer any questions that could otherwise lead to feelings of anxiety.

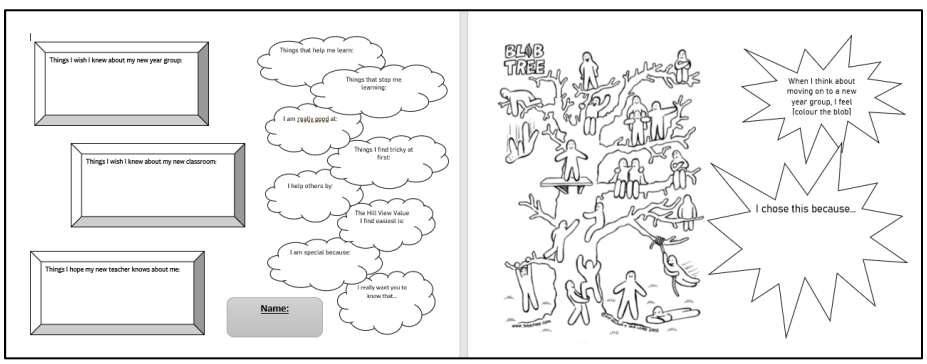
Your child can take part in activities to build familiarity and a relationship with the staff who will be working with their year group next year. Although the class teacher will of course be your child's Key Worker and your first point of contact with questions and information, the support staff/TAs will be a part of their learning support, emotional support and support for their journey to independence too. We are confident your child will come into September with as much security and excitement as possible.

Key Dates:
Friday 21st June – your child will find out who their new teacher is
Wednesday 26th June, 3.15-5.40pm – The Big Moosh, we invite your child to take you to their new classroom for a look round
Monday 22nd July – Transition Morning, when your child will visit their new classroom and be with their new teach for the morning

Along with this letter there are a few activities for you to do together at home. These can be brought to Mrs Jeavons or Mrs Bell (in The Bridge) at any time before the end of term. Please also complete the School Transition Form (https://forms.office.com/e/pXAVDPiH5) to aid a smooth transition. We will attend to anything that needs addressing and then pass them on to their new teacher. We hope this is another support for your child in expressing their feelings and ideas about next year.

Look out for more information in the *Inclusion, Wellbeing and Family Weekly Newsletter* in Mrs Parish's Newsletter. If you have any questions regarding arrangements for next year, please do not hesitate to get in touch with Mrs Jeavons or Mrs Bell at any time.

Yours sincerely,
Mrs Tracey Bell Mrs Emma Jeavons
(C&I TA)_____(Inclusion Lead/SENCo)
Email: ejeavons@hillview-school.co.uk



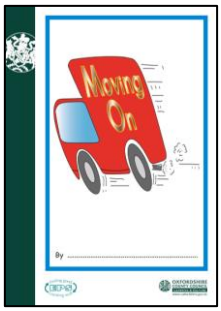
- Where possible through the autumn term, children have regular 'check-in' and/or Mentor Time with their old teacher/TA, as we recognise the importance of bonds and relationships in aiding the sense of security children with SEND needs.

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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 SENDCo 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 SENDCo 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 SENDCo 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.

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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 – these are often taken from the A2E SEN Toolkit.

You are consulted and permission sought before involving outside agencies in the assessment of a child's progress or wellbeing. 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. We will ask you for your help to focus visits of outside professionals and will feedback what they report to you.

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. **The Inclusion, Wellbeing and Family Newsletter is available on Class Dojo. It is full of news, events, ideas and advice for how you can support your child and get support for yourself too.**

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 SENDCo, to discuss the concern. You can request an appointment with the SENDCo or Head of School directly. SENDIASS, the Parent Partnership Service, is available to support parents in meetings concerning their child's progress and welfare.

Special Educational Needs and Disability Information, Advice & Support Service
sendiass
OXFORDSHIRE

01865 810 516
Text: 07786 524 294
info@sendiass-oxfordshire.org.uk

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

- 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

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

My child has a SEND and needs additional /different provision to others of their age (around 20% 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 10% 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 ands 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.

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.

My child has an EHCP (around 5% 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

ALSO LOOK OUT FOR:

- Annual Review agenda, information and timescale

The Role of the SENDCo

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 SENDCo is happy to meet with parents/carers whenever mutually convenient. The SENDCo can be found in The Leadership Office, on the school gate at drop off/pick up time, or in The Bridge, and is available via email on ejeavons@hillview-school.co.uk or on the phone via the school office.

The SENDCo 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. a Play Therapist
- 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 Bridge and Rowan
- 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.
- School is starting a Parent Network Group that might interest you.
- You have offered to volunteer your help in school.



Mrs Emma Jeavons, Assistant Head – Inclusion Lead and SENDCo

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

- Newsletter of events, ideas, training, activities and news
- Checklists of what a specific area of SEND might look in a 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
- 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

Please ask for these at any time – electronic or paper versions

Other members of the Inclusion Team

Early Intervention Support

If you are new to the country, or need support with situations outside school, our Safeguarding/Welfare Leads (Miss Sally Moore and Mrs Rachel Ealey-Bennett) are a good place to start. They, together with the SENDCo, are people you can work with if your business or community group would like to link up with school in any way.

Welfare/Safeguarding Leads

If your family needs wider support with issues that link to your child's achievement in school and wellbeing, another source of support are our Welfare Leads. They can help with any challenge – big or small!

Sally Moore (Monday, Tuesday, Wednesday) smoore@hillview-school.co.uk

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

They can help with:

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

Attendance Support

Some children can find it hard to come to school for a range of reasons. We have a range of ways to support children and families with this challenge, such as:

- Bespoke, personalised timetables
- Attendance Support Plans
- Emotionally-Based School Avoidance (EBSA) work

Contact Michelle Bruce-Simms for support on hbruce-simms@hillview-school.co.uk



Mrs Michelle Bruce-Simms
Behaviour and Attendance Lead

Mrs Rachel Ealey-Bennett
Safeguarding/Welfare Leader





Miss Sally Moore
Safeguarding/Welfare Leader



Mrs Smyra Saleem
Attendance Support

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

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

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 include Family Links training, Wellbeing, English/Maths qualifications, learning to speak/read English, support with finance and employability and many more. They are led by the SENDCo, Community Engagement Lead, CAB or the local college.

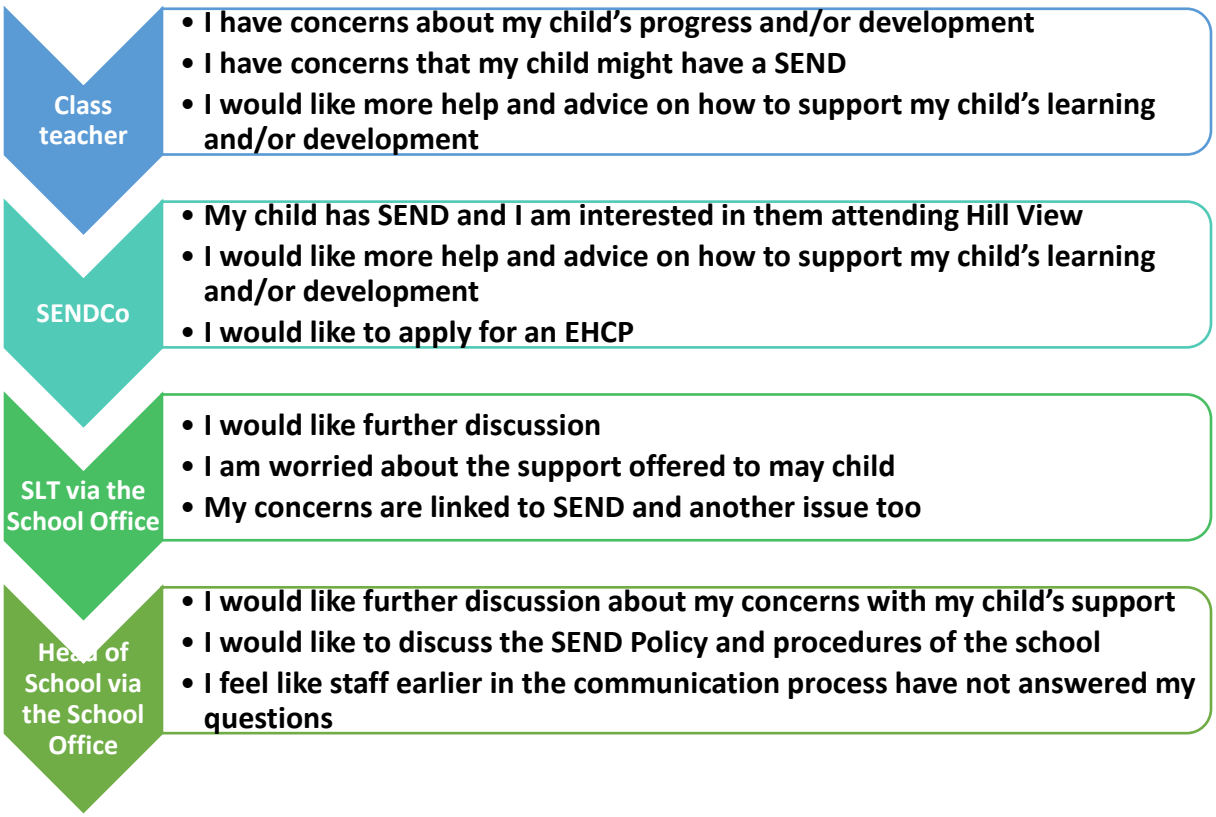
Information on current family support can be found on Class Dojo or by contacting Emma Jeavons, Rachel Ealey-Bennett or Sally Moore (contact details on p.64)



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Where else can I go for help and support?

The following is an approximate guide to communication about SEND at 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 Head of School and SENCo is appropriate, or an ideas-sharing meeting with SENCo and class teacher might be beneficial.



What do I do if I have a complaint?

In the event of a formal complaint concerning SEND support, parents/carers are advised to contact the Head of School 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. Please contact the Head of School at office@hillview-school.co.uk.

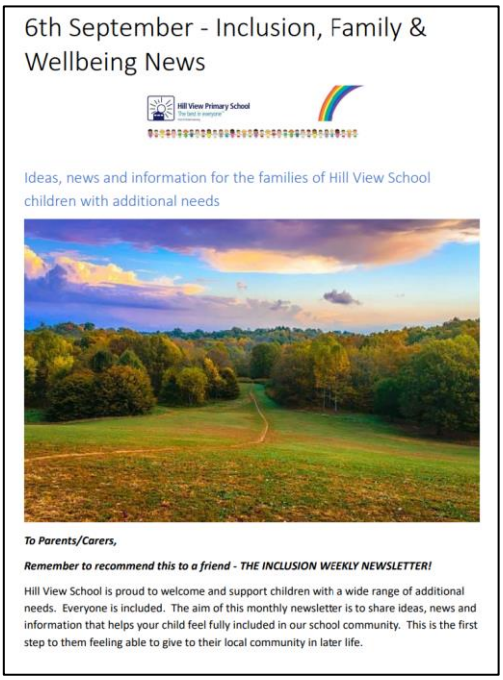
If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before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

Information on Class Dojo, Facebook or The Weekly Inclusion, Wellbeing and Family Newsletter contains events, training for parents/carers, activities, help and advice – the Newsletter is shared on Class Dojo every Friday morning and on the school's Facebook page - www.facebook.com/HillViewPrimarySchool/?locale=en_GB.



6th September - Inclusion, Family & Wellbeing News

Hill View Primary School

Ideas, news and information for the families of Hill View School children with additional needs

To Parents/Carers,

Remember to recommend this to a friend - THE INCLUSION WEEKLY NEWSLETTER!

Hill View School is proud to welcome and support children with a wide range of additional needs. Everyone is included. The aim of this monthly newsletter is to share ideas, news and information that helps your child feel fully included in our school community. This is the first step to them feeling able to give to their local community in later life.

LOCAL OFFER Oxfordshire

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.

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



sendiass OXFORDSHIRE

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)

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/about-us/school-information/policies

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 every year. Updates will be reflected in updates to this SEND Information Report (also updated annually.)

The impact and effectiveness of Hill View School's SEND Policy, procedures and provision is subject to ongoing evaluated by the SENDCo. The SEND Self-Evaluation Form is updated 3x a year by the SENDCo and SEND 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.









Following analysis of the child's needs and progress, and impact of the teacher's in-class actions, the SENDCo 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 subject 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 SENDCo 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 SENDCo 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
- QCA Behaviour Scales and A2E Toolkit Assessments
- Behaviour logs on Arbor
- Survey results
- Parent Voice and Pupil Voice questionnaires
- Photos and video clips
- Work samples
- Observations and feedback from teachers and support staff
- Reviews from multi-agency meetings



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 – after all, 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.

<u>Case Studies</u>

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, Head of School, Senior Leadership Team and subject leaders. It is also done by external moderation visits by United Learning.

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 SENDCo meets the SEND Governor to audit practice at least 3 times per year. reports progress data and other updates to the Governing Body which meets 6 times each year to discuss development and issues surrounding SEND.

In-school moderation

- 3x 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



Mrs Sue Patrick
SEND Governor

External moderation

- United Learning Cluster Meeting
- United Learning Annual SEND Review incl review of SEND Self-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
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 fo 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
EHCNA	Education, Health and Care Needs Assessment – the first step in asking the Local Authority to assess whether a child needs an EHCP. Sometimes thought of as the 'EHCP Application'.
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
MHST (Mental Health Support Team)	The 'lower level' of CAMHS who can provide support for individual children, or groups of children, who are experiencing pre-therapeutic mental health difficulties
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

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Glossary

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**
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
SENDCo	Special Educational Needs & Disabilities Co-Ordinator – At Hill View School, the SENCo is also the Inclusion Leader. Can also be referred to as SENCo
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