

Hilltop Infant School School Offer

SPECIAL EDUCATIONAL NEEDS & DISABILITIES



SPECIAL EDUCATIONAL NEEDS & DISABILITIES

We have a wonderful team of staff, active and informed governors and supportive families who all help the children to be safe and happy and to make exceptional progress. It is our aim to make sure that all members of our school community are supported and feel included and valued.

Our work with you and your child.

Special educational needs and provision can be considered as falling under four broad areas. From September 2014, these areas as defined in the revised SEN Code of Practice are to be referred to as:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

We currently provide support to children for all of these areas of SEN.

Most children with SEN have their needs supported within the classroom, for example during Literacy or Maths and either through differentiation or with the use of specific resources and equipment. Other activities which require a quiet space or use of a specific area of the building occur outside of the classroom.

The Senco meets regularly with many external agencies including the School Nurse, Specialist Teachers, Speech & Language Therapists, Occupational Therapists, CAMHS. This 'joined up' approach works extremely well for parents, teachers and children by promoting a coordinated way of supporting children with SEN. As a school, we will continue to work hard to ensure families are given the support they are entitled to from Social Care.

Hilltop Infant School offers an open door policy with our Headteacher being available for mornings 9-9.30 or by appointment at other times. Similarly class teachers are available most days after school for casual conversation. Home school liaison books are in place for EYFS children and also children with SSEN. The Senco is available Mondays, Tuesdays and Wednesdays by appointment (or drop-in if available) via telephone or for face to face meetings.

A School Counsellor is on-site one day per week. (Fridays)

Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs (SEN)?

Headteacher: Mrs Karen Mackenzie

She is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN.
- Mrs Mackenzie will give responsibility to the Senco and class teachers but is still responsible for ensuring that your child's needs are met.
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEN.

SEN Governor: Mrs Maggie Beauchamp

She is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEN.

Senco: Mrs Hanli Bower

She is responsible for:

- Coordinating all the support for children with SEN to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are doing
 - part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc.
- Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are accurate records of your child's progress and needs.
- Providing specialist support for teachers and support staff in school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress.

Class Teachers

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (for example; targeted work, additional support) and letting the Senco know as necessary.
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's 'Teaching and Learning Policy' is followed in their classroom, and for all the pupils they teach with any SEN.



Facilities and Equipment

Some children in our school need additional support and resources. The school is committed to providing an environment that allows these children full access to all areas of learning. When building projects have been carried out, the opportunity to improve access has been taken into account e.g. pathways have been raised to remove the need for ramps into all classrooms in the main building. The school has an Accessibility policy in place following a full audit of need. Five classrooms are fully accessible without the need for ramps. One toilet has been modified and is now fully accessible. Two toilets have support handles in the cubicles.

The school uses the LA special needs resource library and the Ethnic Minority Achievement Service (EMAS) for individuals and groups of children and advisory staff arrange for specialist equipment to be made or purchased where appropriate.

Allocation of Resources

The Senco, is responsible for the management of the specified and agreed resourcing for inclusion and special educational needs provision. The school's special needs budget is allocated by the local authority. Approximately 10% of the school's budget share is allocated to classroom support (Teaching Assistants). The school is now starting to use provision mapping to monitor and assess the impact of provision within the school. Each class has a Teaching Assistant to provide additional support each day. Children are usually supported within the classroom but may be withdrawn if appropriate e.g. Maths groups and groups made up of children from different classes. An additional Teaching Assistant is responsible for running the intervention groups. She works closely with the Senco to ensure high quality interventions for all children.

Partnership with Parents and Carers

All parents are welcome in our school and are encouraged to take an active part in their child's education. The involvement of parents is crucial in all stages of deciding on and meeting a child's needs. Information provided by parents is invaluable and an effective parent-school partnership will support the child in achieving targets set. The school makes every effort to take into account parents' circumstances and commitments when arranging a meeting and making suggestions as to how children may be helped at home. Where the school is made aware of children with special needs before they start school a meeting is set up for parents, school staff, pre-school practitioners and all agencies involved in supporting the child. This provides an opportunity for parents to express their views and any concerns and everyone can discuss the needs of the child to assist with the development of a plan to make the transition to school as smooth as possible. Parents are involved as soon as a teacher has a concern about a child's progress as with early intervention and effective partnership many issues can be satisfactorily resolved without the need to move to SEN Support. Parents are always invited to make an oral or written contribution at review meetings. As a staff we have agreed that all parents will be informed about their child's progress and how this fits within year group expectations. They will not necessarily be informed of their child's inclusion on the Gifted and Talented register. We have taken this decision because, at Foundation Stage and Key Stage 1, progress is not always linear and we are keen to avoid unrealistic expectations.

Links with Other Settings

Visits to feeder pre-school settings enable the school to observe children prior to them starting school. Some will already have been identified as having special educational needs but many have not had any formal identification and parents may not be aware of any concerns. The school is aware that this is a sensitive situation and needs to be addressed carefully. Before the transition to junior school Year 2 and 3 teachers and Sencos from the Hilltop schools meet to discuss children's progress. All children have an opportunity to visit the junior school for a morning but some children benefit from additional visits with the Senco or a Teaching Assistant. This also

applies when children are transferring to other schools in the area. Our named governor for special educational needs also carries out the same role at Beauchamps High School (the secondary school that most of our children will attend after the junior school). The Sencos from all Wickford schools meet periodically to liaise and monitor special educational provision. Information about children on the Gifted and Talented register is also passed on to Key Stage 2 schools as is information about children in other inclusion groups.

Links with Other Agencies

The school receives advice and support from the Educational Welfare Officer (EWO) regarding attendance and punctuality. Liaison with the Health Authority is usually via the school nurse. The school nurses are regular visitors to school, providing support to children and their families. Children no longer have full medicals from a school doctor with parents present so the school may advise parents to access services via their own GP. There are an increasing number of children requiring speech and language assessments and therapy but due to limited time available there may be waiting lists. Links with Colleagues from other agencies are always invited to submit progress reports and to attend annual reviews. It is sometimes necessary to seek the support of Social Services and a Duty Officer provides telephone advice. Referrals may be made to the local team who are able to enlist the support of a number of other agencies e.g. Home Start. The advice and support of other agencies is vital for the school to be able to encourage inclusion.

Specialist Support

Where children have an Education, Health Care Plan (EHCP) or are on SEN Support, other agencies may become involved. The LA special needs support service has a referral system which requires the school and the Educational Psychologist to make a referral to an independent panel. They may or may not decide that the school/pupil should receive additional advice, training or support - this includes training for teachers and Teaching Assistants, classroom observations, diagnosis and advice relating to reviews of IEPs. The school has admitted children with and without statements/EHCPs who have experienced a range of special needs. Specialist help has been provided by a number of agencies including Educational Psychologists, physiotherapists, occupational therapists, speech therapists, speech and language advisory staff, behaviour management support teams and advisory staff for physical and neurological impairment. Training has also been provided to enable school staff to support pupils with specific needs.

Disapplication and Modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through: Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum 2014, or elements of it, through an EHCP.

Supporting children at school with medical conditions

Section 100 of the **Children and Families Act 2014** places a **duty on** governing bodies of maintained schools to make arrangements for supporting pupils at their school with medical conditions. Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

As a school, we will ensure that

- sufficient staff are suitably trained,
- all relevant staff will be made aware of the child's condition,
- there will be cover arrangements in case of staff absence or staff turnover to ensure someone is always available,
- supply teachers/cover staff will be briefed,
- risk assessments for school visits, holidays, and other school activities outside of the normal timetable will be carried out
- individual healthcare plans will be monitored and reviewed/updated at least annually
- procedures are in place to cover any transitional arrangements between schools
- we would liaise with the School nurse or other professionals as needed

At Hilltop Infant School...

- **We create a supporting and nurturing environment for all our children.**
- **We ensure that we have a safe and welcoming school to reduce anxiety**
- **We have good links with pre-schools and Hilltop Juniors**
- **We support smooth and positive transition periods**
- **Work closely with parents/carers and value their input**
- **We work hard to promote the well-being of all our children**
- **We provide carefully planned Intervention groups and support that targets each child's individual needs**
- **We have a dedicated staff that are always available for children and parents/carers**
- **We have successful links with outside agencies.**

If you have any questions:

**Contact Mrs H Boucher
Senco
Hilltop Infant School
Hill Avenue
SS11 8LT**

☎01268 762531

