

# Hilltop Infant School

SPECIAL EDUCATIONAL NEEDS & DISABILITIES ANNUAL REPORT  
2015-16



***“At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning.”***

## **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 parents and children***



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.

Intervention groups: Maths groups, Gym trail, Beam, Spelling made Easy, Dandelion Readers, Speech and Language programmes, Ginger group, individual programmes for specific children.

## **Identification and Assessment procedures**

### ***Inclusion***

On entry to the school, parents and carers are asked to complete a simple questionnaire as well as ethnic monitoring paperwork. Individual meetings with teaching staff are also held and on-entry home visits are offered. Contact is made with previous settings, including other schools when pupils transfer mid-year. Liaison also occurs with other agencies on some occasions, these include: the Speech and Language service, Educational Psychology service and Occupational Therapy. All of this information is collated and helps us to identify children within the various inclusion groups.

### ***Special Educational Needs - All teachers are teachers of SEN***

Some children arrive at Hilltop Infant School with their Special Educational Needs (SEN) already identified. Staff have developed important links with local pre-schools in order to discuss specific needs individual children may have. This enables us to provide appropriate support for pupils from the moment they arrive and where appropriate, we contact external agencies in advance to receive specialist advice. In addition to this, we welcome information from parents and provide opportunities for parents to discuss any concerns they may have before their child starts school and at any time during their time at Hilltop Infant School.



We *identify* children with SEN in a number of ways. If an adult in school is concerned about a child's development, (e.g. physical, behaviour, speech & language) then the child's teacher would discuss these concerns with parents and the Senco. It is possible we would then refer to outside agencies in order to receive specialist support and a full diagnostic assessment of needs.

If a child appears to be making less than expected progress despite access to 'Quality First Teaching', they will receive additional support in the form of evidence based interventions designed to help them 'close the gap'. If a child fails to make the progress expected following additional support, then further consideration will be given to establish whether there is a requirement to provide SEN support. Parents, Senco and the Class Teacher will discuss and where relevant, involve other professionals (e.g. Educational Psychologist, Paediatrician).

Special educational provision is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Strategies employed are shared with parents and recorded within an IEP which will include information on short-term targets set for the child, teaching strategies to be used, the provision to be put in place, review arrangements, success criteria and outcomes. IEPs are reviewed at least twice a year and parents and children are invited to be involved in the review. We will develop a personalised approach in consultation with parents that focuses on expected outcomes and the support we will provide in order to achieve this. In order to promote a personalised response, it is possible that the system for recording these structured conversations will look different for each child. One Planning meetings (as needed) will ensure we tailor support for each individual child. We aim to involve the child as much as possible in all of these procedures. This may be quite difficult due to the age of the children and sometimes this may only be a very brief discussion with a familiar adult.

Despite receiving an individualised programme and additional support under SEN Support, there may still be concern that the child:

- continues to make little or no progress in specific areas over a long period,
- continues working at levels of attainment substantially below that expected of children of a similar age,
- continues to have difficulty in developing literacy and mathematics skills,
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having a Consistent Management Plan (CMP) in place
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service,
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.



Where the above is relevant, a child will be supported through SEN Support and external support services provided by the LA and outside agencies will be called upon to offer advice and more specialist assessments which will assist with the target setting for the IEP.

Where a child needs additional or specialist equipment to access the curriculum or make good progress, we as a school will liaise with parents/carers/outside agencies to ensure we provide the best possible provision tailored for each child. Whether this means having specialist equipment in school for the child to use (special pencils, writing slope, coloured overlays, etc. or making special arrangements for a child in a wheelchair, we aim to support both the parents and the child in every way.

## External agencies

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.

## Concerns or Complaints

Hilltop Infant School offers an open door policy with our Headteacher being available for mornings 9-9.30am or by appointment at other times. Similarly class teachers are available most days after school for informal conversations. Home school liaison books are in place for some 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. (Thursdays)

[\(For contact details please see below\)](#)



Any parent/carer who is concerned about their child's learning/emotional wellbeing/behaviour or who might have a complaint regarding our practice regarding SEN, is invited to raise their concerns/complaints with the Headteacher or Senco at any time. Parents can also contact the governing body if needed.

We aim to address all concerns/complaints as soon as possible and would like the opportunity to discuss any concerns/complaints with the parents/carers.



## Transition

Transition to and from Hilltop Infant school is a big step for any child. We aim to visit settings to meet new children and liaise with staff before a child transfers to us. We would also discuss any additional support with professionals working with the family and/or child.

We have a New Intake meeting for children starting in September. We also have settling in sessions where the children can meet their new teachers and friends.

When our Year 2 children transfer to a new setting at the end of Year 2, we provide as much support as needed. The Senco meets with the relevant staff to discuss any additional support needed. Head teachers also meet and we have a Year 2 meeting with Hilltop Junior School to give information about the transition. Pupils enjoy playtimes and lunch time at the Juniors during the summer term.

All children in Wickford are involved in a transition day at the beginning of July. This gives them the opportunity to meet their new teachers and enjoy a day in their new classrooms.

## ***Who are the best people to talk to in this school about a 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**

### **The Governing Body's responsibilities are:**

- ensure that the necessary provision is made for any pupil who has special educational needs or disabilities
- ensure that, the 'responsible person' has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable or in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated
- report to parents in the school prospectus on the implementation of the school's policy for pupils with special educational needs.

In line with Section 317, Education Act 1996, the Governing Body of Hilltop Infant School:

- has regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

## **Senco: Mrs Hanli Bower**

### **The key responsibilities of the SENCO may include:**

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN or parents with concerns
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

## **The Inclusion Manager: Mrs Hanli Bower**

### **The Inclusion Manager is responsible for:**

- Identifying children who are within any of the recognised inclusion groups
- Identifying appropriate attainment and/or achievement targets for inclusion groups, including children on the Gifted and Talented register
- Monitoring pupil standards and achievements against annual targets
- Ensuring that relevant attainment targets are met for various inclusion groups
- Identifying school improvement issues relating to inclusion
- Liaising with parents of children within the various inclusion groups
- Contributing to the in-service training of staff
- Providing the head teacher with relevant information relating to inclusion

The SENCo is a qualified teacher (Bachelor's Degree) who has many years of experience both as a class teacher and a Senco. She regularly attend courses run by Essex regarding SEN as well as SEN Conferences on a yearly basis. Most recent courses included: First Aid Training, One Planning, Essex Steps Training, Maximising the impact of Teaching Assistants, Lego Therapy, E-Safety Training, and Safeguarding.

She attends Senco update courses and meets with the Wickford Schools Cluster every half term.

## **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.

**We all work together as a team to support every child in his/her learning journey. We seek advice when needed and undergo training to ensure we are up to date with all relevant procedures, methods and legislation.**



**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/concerns:

**Contact Mrs Hanli Bower**  
**Senco**  
**Hilltop Infant School**  
**Hill Avenue**  
**SS11 8LT**

**☎01268 762531**

**[senco@hilltop-inf.essex.sch.uk](mailto:senco@hilltop-inf.essex.sch.uk)**

**Other contact details**

Head teacher – Mrs Karen Mackenzie [head@hilltop-inf.essex.sch.uk](mailto:head@hilltop-inf.essex.sch.uk)

School Counsellor- Kerry Westbrook [k.westbrook@wickfordschools.co.uk](mailto:k.westbrook@wickfordschools.co.uk)

**[\(Information regarding the Essex Local Offer can be found via this link\)](#)**

