



Hillside Community First School

SEN Information Report 2019-20



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Mrs Corrie is our school's SENCO

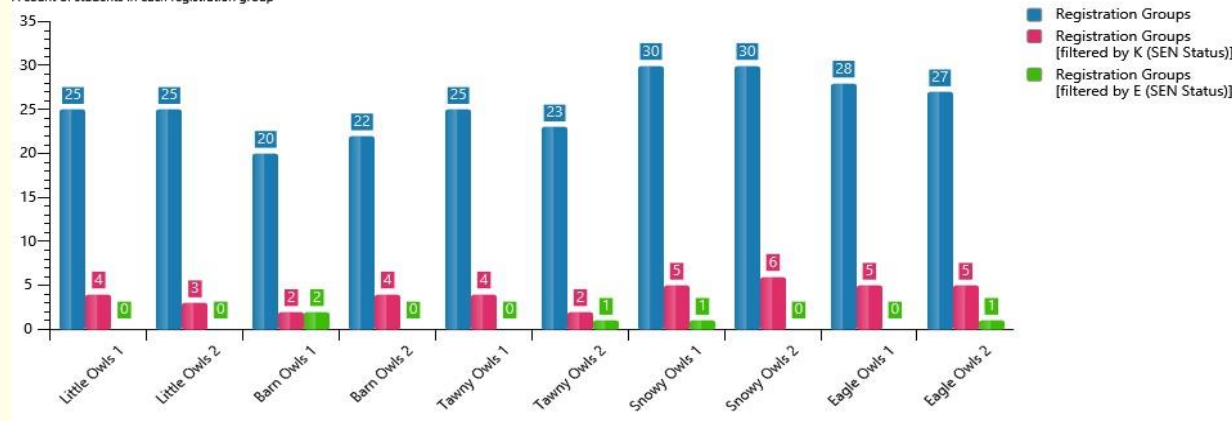
Mrs Harris is our Inclusion Leader and Family Liaison Officer and SEN Governor

SEND Register (September 2019)

Area of need	Number of Pupils	% of register
C&L = Cognition & Learning	13	29
C&I = Communication & Interaction	26	58
SEMH = Social emotional & mental health difficulties	5	11
SPN = Sensory &/or Physical needs	1	2
Total	45	

- 256 pupils @ Hillside First School, 17.5% of School on SEN Register (see 'K' on graph below)
- 5 pupils with EHCP, 1.9% of School / 11% of SEN Register (see 'E' on graph below)

Student Totals by Registration Group
A count of students in each registration group



How does the school know if children need extra help?

We assess and monitor our children carefully in line with Government guidance. We have an Early Intervention approach and work closely with parents to achieve the best possible outcomes for pupils.

We follow the statutory guidance contained in the *SEN Code of Practise 0-25 years, January 2015*. The Code of Practise explains that;

"A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of the educational facilities provided for children of the same age in schools."

At Hillside Community First School children are identified as having SEND (Special Educational Needs and Disabilities) using information gathered from a variety of sources. A combination of the following examples are considered:

- Liaison with previous school or pre-school setting
- Concerns raised by a parent
- Concerns raised by a teacher
- Reception staff and the SENCO arrange 'Early Intervention' meetings with parents of children where there are concerns about the child's progress or development
- Child performing below 'age related expectations' as identified in half termly tracking reviews by class teachers
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Salford Reading Test, Helen Arkell Spelling Test
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority and the parents.

<p>What should I do if I think my child may have special educational needs?</p>	<p>Current parents are encouraged to discuss their concerns with their child's class teacher in the first instance. These concerns will then be raised with the school's Special Educational Needs Coordinator (SENCO) and Inclusion Leader. However, you can always arrange a meeting with the SENCO directly by contacting the school office either by phone or email.</p> <p>Prospective parents should make an appointment to meet with the SENCO or Head teacher. Please see the school contact details at the top of this report.</p> <p>If the school has a concern regarding your child and SEN, the Class Teacher will arrange an informal meeting with you to discuss these concerns. It may be necessary to arrange a further meeting to include the SENCO, Head teacher or an external agency.</p> <ul style="list-style-type: none"> • Mrs Corrie is our school's SENCO • Mrs Harris is our Inclusion Leader and Family Liaison Officer and SEN Governor
<p>How will school staff support my child's needs?</p>	<p>Our staff work hard to build excellent relationships with all children so that they feel safe and secure, which we believe is the foundation to all learning.</p> <ul style="list-style-type: none"> • The class teacher will oversee, plan and work with each child with SEND to monitor that appropriate progress is made. • Our SENCO works in partnership with the Class Teachers to oversee the progress of any child identified as having SEND. • There may be a Teaching Assistant or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. <p>According to the needs of your child, we offer a variety of possible interventions and support. This support can take the form of a referral to an outside agency: Speech and Language Service, Paediatrician, Occupational Therapist or individual additional support within the class or intervention group. Working as a team we will identify which intervention/type of support will be best for each individual child and design a 'School Support Plan' for them to follow. Whilst we always take into account where each child is starting from, our expectations are high for all our children and the plans have a clear set of expected outcomes which would be reviewed termly.</p> <ul style="list-style-type: none"> • The class teacher will meet with you formally at parent evenings or at other times throughout the year as required in order to discuss your child's progress and their 'School Support Plan'.

	<ul style="list-style-type: none"> • Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this. • An appointment can be made with the SENCO or Inclusion Leader to discuss support in more detail if required.
<p>How will the curriculum be matched to my child's needs?</p>	<p>Our class teachers are highly skilled at differentiating work to suit the needs/ability of our children. Our class Curriculum Maps are available to view on our website. All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs and learning styles.</p> <ul style="list-style-type: none"> • Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, pencil grips etc.
<p>How will we all know how my child is doing?</p>	<p>We will arrange regular meetings/ consultations (at least termly) in line with the SEND Code of Practice. In these consultations we will discuss the progress your child has made and how all of us can continue to support your child. We will ask for your advice and guidance on what suits your child best and we will share our knowledge and expectations.</p> <p>The SENCO reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided to Governors will never name individual children, in order to maintain confidentiality at all times</p> <p>We actively encourage parents to take a team approach to our children's learning. We may be able to signpost you to outside agencies or support networks in order to further support you and your child.</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>We are a Rights Respecting School (and have achieved the highest level award - RRS Level 2) we have a strong ethos of supporting our children's emotional wellbeing.</p> <ul style="list-style-type: none"> • We have 5 trained and highly skilled ELSAs (Emotional Literacy Support Assistants) who work on a 1 to 1 basis or in small groups according to your child's emotional needs. • We follow the "Jigsaw" whole school programme, which is underpinned by "mindfulness and encompasses PHSE, emotional literacy, social skills and spiritual development. A key part of the programme is promoting children's understanding of diversity and respect. • We have won the Healthy Schools award and actively promote good health and wellbeing.

	<ul style="list-style-type: none"> • Our Family Liaison Officer will work closely with you in order to support your child's emotional health and wellbeing.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We have a qualified Reading Recovery Teacher who provides interventions and works closely with parents and members of staff to support children with identified needs.</p> <p>We have our own SENSS teacher who comes into school to assess and review children.</p> <p>A member of our SEN team is trained and qualified to work with children with Specific Learning Difficulties and works in partnership with our SENSS teacher.</p> <p>We work closely with other agencies and specialist support services to support our children's learning and emotional wellbeing, these include:</p> <ul style="list-style-type: none"> • Special Educational Needs Support Service (SENSS.) • Speech and Language Therapy Service (S&LT) • Educational Psychologist • Community paediatrician • CAMHS (Mental Health Service) • Occupational Therapist • Behaviour support (BSS) • Dorset Family Partnership Zone • Care and Protection • Outreach (Teaching Alliance of Dorset Special Schools, TADSS) • School nurse • Hearing/Vision Support Teacher Service (HVSS)
<p>What training are the staff supporting children with SEND had or are having?</p>	<ul style="list-style-type: none"> • Our SENCO has achieved the National Award for SEN Coordination • We have a qualified Reading Recovery Teacher • Our Speech and Language TA is ELKAN trained and works closely with both our SENCO, Inclusion Leader and Speech and Language Therapist to deliver specific programmes for pupils • Staff receive ongoing guidance directly from the Speech and Language Service • TAs are trained in delivering the interventions 'Catch up Literacy' and 'Words First'

	<ul style="list-style-type: none"> • Specific training has been undertaken by support staff to deliver Inference Training (to support reading comprehension) • Some members of staff are trained in Peic'd and given ongoing support by the Speech and Language Service and Portage • Two of our teachers and seven TAs have completed the EarlyBirds Plus training from the National Autistic Society (NAS). Our SENCO has led training for staff on this approach in supporting children with an Autistic Spectrum Disorder (ASD) • A member of the SEN team is qualified and receives ongoing guidance in writing programmes and delivering teaching for children with Specific Learning difficulties - such as dyslexia • We have a team of trained and experienced Emotional Literacy Support Assistants (ELSAs) • Our staff have attended training on Attachment and associated difficulties • A senior member of the SEN team has achieved the Dorset Programme in Behaviour and Attendance qualification • Our SENCO, Inclusion Leader and Year 3 teacher have received ADHD training from Dr Samuele Cortese, M.D., Ph.D. (Professor & Consultant Child and Adolescent Psychiatrist) • Our SENCO and Inclusion Leader have received 'Lego Therapy' training • Our SENCO is trained in the 'Dorset Steps' therapeutic approach to behaviour
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We plan our school trips very carefully in order to support and extend the learning that goes on within the class. Staff visit venues in advance and check for suitability, while identifying potential risks. A risk assessment is then written by teaching staff and approved by the head teacher prior to any trip taking place.</p> <p>We work closely with our local community and have a long standing arrangement for a member of staff to support small groups of children in accessing special multi-sensory provision at our local Day Centre.</p> <p>We seek to include all children on our school trips, following risk assessments and through discussion with the child and parents/carers. On rare occasions it might be mutually agreed that participation should be modified - for example, parents might feel more comfortable if they accompany their child on the trip or the child remains on the school site and follows a similar programme of activities.</p>

	<p>We create 'Social Scripts' for children who need extra preparation before going on a trip, these are shared with the child in school and at home with their parents. 'Social Scripts' prepare children for what is going to happen and help to reduce their anxieties relating to changes in routine.</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Our class rooms have easy access for wheel chairs with wide doors and ramps around the school. • The main building is single level. • We have toilets adapted for children with additional mobility needs. • Outside steps, gateways and pillars have been painted in contrasting colours to support children with visual needs. • Where a visual need has been identified, staff wear High Visibility jackets during playtimes to enable them to be quickly identified by children. • Staff have had accessibility and disability awareness training.
<p>How will the school prepare and support my child to join the school or the next stage of education and life?</p>	<p>We operate a comprehensive transition process, including extended transition for more vulnerable children. The SENCO and class teachers liaise closely with the next teacher and support staff to ensure the children are well supported socially and emotionally. Children are encouraged to be active participants in their future transition by working with staff to complete transition passports and making short 'visits' their next class.</p> <p>We work closely with our feeder schools to ensure a happy and successful transition to and from other settings and will speak directly to the previous or future School's SENCO to share information about your child.</p> <p>Our Early Years Leader and SENCO meet with pre-schools in the Autumn term (prior to children starting school) to identify children who may need additional support with the transition to school. Our Reception classes provide 'Stay and Play' sessions throughout the year prior to children starting school so that children and parents can 'get a feel' for our setting, staff and provision we have on offer. The EY Leader provides transition passports for children who might find the transition into school difficult. In the summer term, the Reception teachers regularly visit our feeder Pre-School to meet the children who are joining Hillside and offer transition visits for children in our Reception base.</p> <p>To prepare our more vulnerable children for joining Middle Schools we meet with the future school's SENCO to provide an extensive 'handover'. We arrange additional small group visits for some children transferring to middle school prior to the main Transition Day. Staff from our feeder schools visit our</p>

	<p>children in the Summer term, they also provide a range of activities at their own schools for the children due to transfer in September.</p> <p>If your child already has a Statement or EHCP, a transition planning meeting will be held to which we will invite staff from both schools.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>All interventions and resources are needs led. The purchase of resources specifically for children with SEND is in line with the budgetary policy of the school. Resources range from sloping writing boards, coloured overlays, reading schemes to ICT equipment and software. Staff regularly review a child's progress and allocate resources accordingly.</p> <p>The governors agree priorities for spending within the SEN budget, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.</p> <p>Our Reception classes have two full time Teaching Assistants, Key Stage 1 and 2 classes each have a Teaching Assistant in the morning, with additional adult support in the afternoons where a need has been identified. This may be to support individual children or small groups within a class, or it may be to provide 1:1 or small group provision or Interventions addressing desired outcomes identified between teacher, parents/carers and the child him/herself. 1:1 TA support may be allocated for specific learning times or to support social and/or physical needs at play/lunchtimes. For children with an Education, Health and Care Plan, additional adult support is provided as set out in the 'Provision' section of their EHCP. Dorset EHCPs no longer specify the number of hours of 1:1 TA support the child will receive, but state the provision they are entitled to.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Class teachers meet with the SENCO and/or the Inclusion Leader to discuss what interventions (if any) or additional support your child may need. These discussions can be both formal and/or informal and will involve the parent/carer and where possible the child. In some cases the decisions are made with the support of the Educational Psychologist, SEN case worker in the Local Authority or other outside agencies. Before a referral is made to an outside agency, you will be asked to come to a meeting to discuss your child's progress and help plan the next steps in their support.</p>
<p>How will you help me to support my child's learning?</p>	<p>We actively encourage parents to take a team approach to our children's learning and understand that children make better progress where there is a high level of parental engagement and support.</p>

How are parents involved in the school?
How can I be involved?

During termly parent consultations with your child's class teacher, we will discuss your child's individual learning targets and progress. We will share details of any plans or programmes provided by external specialists and discuss ways that you can support your child's learning at home.

If your child is receiving SEN support in school or has an EHCP, your child will have an Individual Support Plan (ISP), this sets out the current targets/outcomes your child is working on, who provides this and when. Teachers write and review ISPs every 6/8 weeks, these are then shared with pupils and parents/carers. Additional meetings are held with you and the SENCO and/or Inclusion Leader to discuss your child's needs, any new assessments and ideas suggested by outside agencies for your child or for you to share information with us. Often a programme of activities (e.g. from a speech therapist) will be provided for you to use at home.

Home Learning projects may need to be adjusted to ensure that they are manageable for your child and it is always helpful to have feedback from parents and carers about any difficulties that they may have with Home Learning tasks.

A home/school log may be used to support communication with you, if this has been identified as beneficial for you and your child.

We actively welcome parents' help and support within the school. We welcome parents/carers (and that includes Grandparents too!) to come into school and read or work with our children. We offer regular contact times and drop in sessions to discuss parental concerns and where necessary signpost them to other agencies. We run workshops to support parents/carers to work with their children at home.

We are able to signpost you to outside agencies or support networks in order to further support you and your child. Please speak to Mrs Corrie or Mrs Harris for more information.

Dorset SEND Information, Advice and Support Service (SENDIASS) offer a 'Parent/Carer Drop In' service at the Verwood Youth Club (Emmanuel Middle School site) every Friday, (term time only) from 10.00 to 12:00. All types of information is available for parents at these sessions, including advice on challenging behaviour, local activities, SEND and much more.

Please contact Jane Schmidt (Dorset SENDIASS) on 07748624609.

You may also like to visit the following websites;

Dorset Parent Care Council is run by parents for parents and for their families. They work to provide a strong and united voice for families of children in Dorset who are disabled or have SEN.

<http://www.dorsetparentcarercouncil.co.uk/>

SEND Information, Advice and Support Service offers independent information and support to parents and carers of children with special educational needs.

<https://www.dorsetforyou.com/parent-partnership-service>