



Hill View Primary School

Special Educational Needs and Disability Information Report September 2017

School Context

Hill View Primary School is a large school in an urban suburb of Bournemouth and is part of the Bournemouth Primary Multi-Academy Trust. It is a three form entry school catering for pupils aged 4 – 11 with 660 children on role. Hill View Primary provides a happy, secure and stimulating learning environment with children at its centre.

Values and Ethos

At Hill View Primary School, we subscribe to a values based learning system. Children are exposed to our learning values from very early on in their time with us. We believe that a combination of Spirituality, Collaboration, Creativity, Emotional Intelligence, Independence and Thinking will create a well-rounded, competent learner, ready for the world outside primary school.

We also follow the ethos values of ASCENT. ASCENT stands for Aspire, Success, Community, Excellence, Nurture and Trust. Again, these values follow us all through our time at Hill View as they are embedded throughout the curriculum to support the children as they 'Reach For The Stars'. The ethos values determine how we behave and respond to one another, what we expect and guide us on a secure pathway of happiness, achievement and fulfilment.

What is the definition of SEND?

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

- A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools.

The SEN Code of Practice states the four different areas of need. These are:

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

Area of need	Explanation of this need – taken directly from the SEND Code of Practice 2014
Communication and interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p>
Cognition and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>

Social, emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorders, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How does Hill View Primary School identify children with Special Educational Needs?

We have rigorous monitoring in place in the school which tracks the attainment and progress made by all children over each school year. We work together to moderate and scrutinise assessment data which means we can identify children who are not making the expected progress and who may require extra support or interventions. If teachers have any concerns regarding a child in their class, they will initially discuss these concerns with you and also with the Special Educational Needs and Disability Coordinator (SENDCo.)

Identification of children with special needs may also come from other areas including parents and guardians, health professionals such as the school nurse, a GP or Paediatrician referral, health visitor, the speech and language service or transition information from other schools.

We understand that children may have different needs at different times during their school life and not making expected progress does not always mean that a child has Special Educational Needs.

What should I do if I think my child may have Special Educational Needs?

If you have any concerns about your child, in the first instance, please speak to your child's class teacher or make an appointment through the school office on 01202 514109 to speak to the SENDCo. A meeting will be organised to discuss your concerns in more detail and will include:

- Listening to your concerns
- Gathering information about your child's development
- Planning any additional support your child may need
- If needed, discussing any referrals to outside professions to support your child's learning.

How will Hill View Primary School support my child?

At Hill View Primary School we believe firmly in inclusion and support children to engage with a rich and varied, integrated curriculum. We value the achievements of all children and are committed to ensuring that children feel happy and confident through inspiring them to become independent learners.

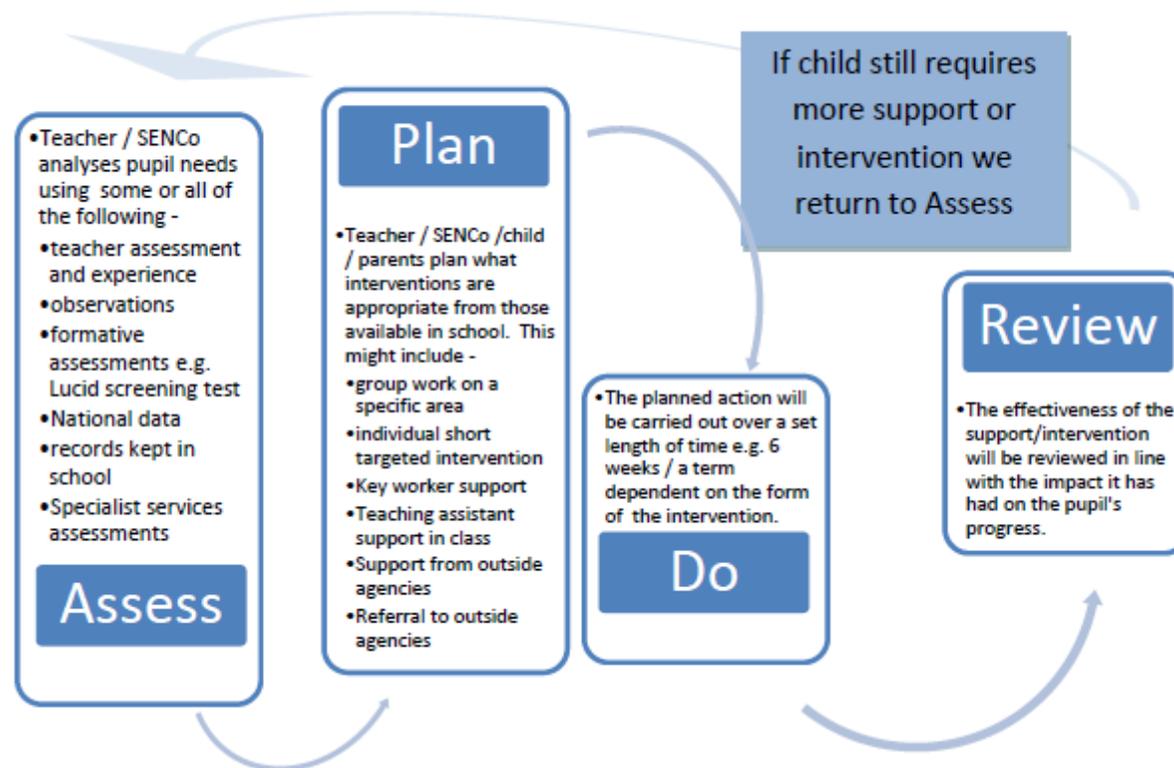
All children in school will get support that is specific to their individual needs. The SEN Code of Practice has two levels of additional support, these are –

- School support
- Educational, Health, Care Plans

Support is available to all children through Quality First teaching which includes differentiation and allows for different learning styles. Class work is differentiated according to need so that children are able to access the different areas of the curriculum at their own level. Children will be challenged through effective questioning and differentiation in class.

Some children may require further support to work on specific skills. This might be achieved through an individualised intervention to support the child's needs or disability. This could be provided by the class teacher, other school staff or specialist staff from outside agencies. These children will have identified targets or interventions to support their needs.

This additional support involves a cyclical four-stage process as stated in the SEN code of Practice, 'Assess, Plan, Do and Review'. Parents and child will be included in this process as far as is reasonable.



How is extra support allocated to children?

The school has been allocated funding for Special Educational Needs and this provides resources throughout the school, including additional support staff, specialist services, equipment and training. During the 'Assess, Plan, Do and Review' cycle the amount of additional support might increase as the understanding of your child's needs increases. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of your child without seeing the expected progress being achieved, the school or parents may consider requesting an Education, Health and Care (EHC) assessment through the Local Authority. 'The purpose of an EHC plan is to make special

educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.’ SEND Code of Practice 2014.

The different types of support available for children with SEND over and above Quality First Teaching at Hill View are –

For Communication and Interaction	By	For
Improving pronunciation within speech	Teacher / TA	Children with specific difficulties in pronunciation of words.
Receptive and expressive language programmes	Teacher / TA	Children highlighted as having a particular difficulty in this area by SALT or specialist teacher.
Understanding and using social rules of communication	Teacher / TA / ELSA / Pastoral Support	Children who find it difficult to form friendships with their peers / communicate with their peers at an age appropriate level.

For Cognition and Learning	By	For
Small group work in or outside of the classroom linked to specific needs e.g. memory skills, extra phonics work, additional number work.	Teacher / TA	Children who have been identified with a specific difficulty in a specific area of learning.
Short individual regular inputs on a specific area of learning e.g. whole word reading, memory activities	Teacher / TA	Children who have been identified as needing a short, intensive input to reinforce and embed learning.

For Social, emotional and mental health difficulties	By	For
Key worker support – Adult who builds a relationship with the child / young person in order to help them manage the classroom more appropriately and reduce their need to use inappropriate behaviour. This can take the form of	Key workers Attachment Lead	Children whose behaviour demonstrates they are struggling to manage their emotions within the classroom or among their peers and this is directly affecting their learning.

short sensory breaks, check ins after playtimes and specific support for certain lessons which children find more challenging.		
Individual/small group sessions on self-esteem, understanding emotions etc.	ELSA	Children whose behaviours demonstrate a need in this area e.g. becoming withdrawn, angry, overly anxious
Counselling – Trained adult who works with a child who is finding it difficult to identify, voice or cope with issues within their lives – usually associated with grief, loss or separation	Counsellor	Children who have been identified as having difficulties coping with personal issues that are directly affecting their ability to learn.
Computer Club	ELSA PSW	Children who benefit from understanding of and practice with positive social experiences or need help coping at particular times of the day.

For Sensory and or Physical Needs	By	For
Sensory support/sensory box	Teacher / TA	Children who have been identified as requiring sensory support to either energise or relax them.
Enlarged text/Individual text/Coloured overlays etc.	Teacher	Children with visual difficulties
Pencil grips, special scissors, etc.	Within class	Children with identified motor skills difficulties
Small group or individual session on fine and gross motor skills	Teacher / TA	Children with identified motor skills difficulties
Alternative recording sources e.g. Ipads, voice recorders etc.	Teacher / TA	Children with identified needs related to motor skills or hearing / visual needs

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

At Hill View Primary School, children are treated as individuals and cared for as individuals. As well as the school's ASCENT Ethos Values (Aspire, Success, Community, Excellence, Nurture and Trust) that every member of Hill View subscribe to and follow, we also teach throughout

the curriculum, emotional intelligence, collaboration and independence. In addition, the school uses 'Jigsaw' in order to deliver health, emotional, social and moral education.

For children who need additional social and emotional support, we have two Teaching Assistants who have been trained as Emotional Literacy Support Assistants, (ELSA). Their role is to support children in school to manage their emotions, confidence and friendships. This is always discussed and agreed with parents/ guardians.

We also have a Pastoral Support Worker who is available to meet with and support parents and children if needed. She works closely with the school's Educational Welfare Officer who is available to support pupils who may be struggling with their attendance. We also have limited access to a trained Counsellor who supports the school.

For children who may need specialist support we can refer children to the 'The provision of Specialist Child and Adolescent Mental Health Services', (CAMHS).

How does the school seek specialist advice / assessments?

As part of the 'Assess, Plan, Do, Review' process and in discussion with yourselves, we may make referrals to specialist services when the interventions we are using in school are not making a significant enough difference to your child's progress. The specialist professionals may work with your child to understand their needs and make recommendations, which may include –

- Making changes to the way your child is supported in class e.g. some individual support of changing some aspect of teaching to support them better.
- Support to set better targets which will include their specific expertise.

The following services are available to our school –

Name of service	What they provide
Educational Psychologist (EP)	This service will assess your child's cognitive ability – their ability to learn. They will look at their overall skills and the way they are likely to learn best e.g. through listening, verbalising or doing.
Specialist Learning Support Teacher	They will assess your child's literacy and numeracy ability and how they can best be supported in learning these skills.

Speech and Language Therapist (SALT)	This service assesses your child's speech, their pronunciation of words, their understanding of language, how well they understand the information being given them in the classroom/home and their ability to use vocabulary to express themselves.
Child and Adolescent Mental Health Service (CAMHS)	This service provides support for children who have mental health difficulties. This can include specific mental health illnesses and also support during life changing situations that have a mental health impact on a child.
Community Paediatrician	The community paediatrician provides access to a variety of services within the medical profession. They will assess a child's needs and could make a diagnosis of a specific disorder. They can also provide access to Occupational Therapy and Physiotherapy, who in turn will provide advice to schools of how best to support your child's needs.
School nurse	The school nurse will provide hearing tests for your child. They can also work with parents in relation to sleeping patterns, toilet training and diet. The school nurse provide support to schools when creating 'Health care plans' for your child and providing necessary training in how to manage particular medical diagnoses.
Special schools outreach	The special schools in the area – Linwood, Springwood and Tregonwell – provide outreach support to schools within their specific areas of expertise. This can be in relation to specific strategies schools might be able to implement for specific needs.
Hearing and Visual Difficulties Service	This service supports children with specific hearing or visual difficulties within school and will come into school to assess their classroom and resources available to them. They will suggest ways the school can improve the offer to the child in order for your child to be able to learn.

How will I know how my child is doing?

We have a rigorous assessment system that tracks attainment and progress against National expectations and age related expectations every half term from Year 1 through to Year 6. In Reception, assessments are formally recorded in line with the Early Years Foundation Stage Profile. Alongside this, all class teachers continually assess each child in the classroom noting areas in which they may need some further support in specific areas. If your child is not making expected progress this will be discussed with you by the teacher at parents' evenings or during extra meetings arranged by your child's teacher.

If your child is in the category of 'SEN Support', targets and outcomes for their individual provision will be recorded and shared with you. If your child has an 'Education, Health and Care Plan' your child's outcomes and targets will be written with you and reviewed with you annually. Progress will be shared with you at parent consultations at least twice a year although you can make an appointment to speak to your child's classroom teacher or the SENDCo at any point during the year.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Behaviour Support Service (BSS), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

What training has the staff supporting SEND had?

At Hill View, we believe in professional development and aim to ensure all our staff have the understanding they need in order to support your child. When a new member of staff joins the school we ensure they understand the systems within school and they are given information about the children they are working with. Advice and support comes from year teams, other staff and the SENDCo within school and specialist advice is sought from the Specialist services available to the school. Should further training be necessary, this will be organised as soon as is possible to ensure they have the skills necessary.

Some members of staff have had specific training to support children with specific needs, such as children with ASD, Attachment Difficulties, Physiotherapy, Speech, Language and Communication difficulties, as well as children with social and emotional needs.

The senior leadership team within school are constantly moderating needs within the school and where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that would be needed.

How will you support my child when they are leaving the school or moving on to another class?

At Hill View we understand the importance of preparing children for all types of transition including from school year to school year and especially when changing Key Stage or school. In order to do this we:

- Provide opportunities for your child to visit their new class/school before most children have this opportunity.

- Create a photo information sheet to take home about their new teacher/class / school for you to share with them, especially if the change happens after a holiday.
- With our ELSAs, provide opportunities for them to talk through their feelings, both fears and expectations.
- Arrange Transition Meetings between yourself, old and new class teachers and SENCO, if needed, to discuss your child.
- For Year 6 children with SEND, the SENDCo will attend a transition event run by the authority to pass on information and discuss SEND children with the secondary school SENDCo.
- Arrange opportunities to visit the new school with you or provide information about who to contact if you would prefer.
- The class teacher /SENDCo will provide information about the successful strategies, interventions, equipment needed for your child to have the best opportunity at success in their new class / school.

How have we made this school accessible to children with a disability?

At Hill View we want to ensure all children feel part of the school community and can access all opportunities given. At present we have –

- Wheelchair accessible entrances and doors around school.
- Accessible toilets.
- Acoustically adapted classrooms and hall to support children with hearing loss.
- Differentiated worksheets, books, activities and resources as recommended by specialist services.
- Medical advice and support when appropriate

Where can I get further information?

The information in this report feeds into Bournemouth Borough Council's local offer which details support, opportunities and services available to children and young people in their area who have SEND. Information about the Bournemouth Local Offer can be accessed through the local offer website at:

<http://www.bournemouth.gov.uk/localoffer>