

Hillside Primary School

SEND Information Report

2023-24

**Information about how the school identifies and supports children with
Special Educational Needs and Disabilities**

Written By: Katie Foster

Review by: September 2024



Hillside Primary School SEND information report 2023/24

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). The local offer is where parents and carers can [find out](#) what is available in Norfolk to support their child. This report is designed to help parents have a greater understanding of Hillside School's approach to SEND and what we offer. It is a working document which we have a duty to publish on our website and it is updated annually. Our school offer is produced with the co-operation of pupils, parents, carers, staff and governors. We welcome your suggestions about how to improve it.

If you want any more information, have any suggestions or want to discuss any concerns you have about your child's needs please contact:

Katie Foster – Special Educational Needs Coordinator (SENCo) senco@hillside.norfolk.sch.uk

Other key contacts are:

Mr Simon Minter - Head Teacher - head@hillside.norfolk.sch.uk

You can find our school [SEND and accessibility policy](#) on our website.

What does Hillside have to offer?

At Hillside our motto is 'Children First, Last and Always.' We are committed to ensuring that everyone in our school community is nurtured and respected. We are an inclusive and welcoming school and adapt our provision to meet the needs of individual children. We aspire to give pupils the skills and resilience to enable them to reach their full potential.

The kinds of SEND are provided for at Hillside?

The SEN code of practice (2015) identifies four main categories of need: **Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and / or Physical.** Hillside School supports children with a wide range of needs. Sometimes children may have needs that fall into more than one of the categories describes below. For example, a child with autism may also experience difficulties with anxiety and sensory processing and would therefore have needs in Communication and Interaction, Sensory / Physical *and* Social, emotional and mental health.

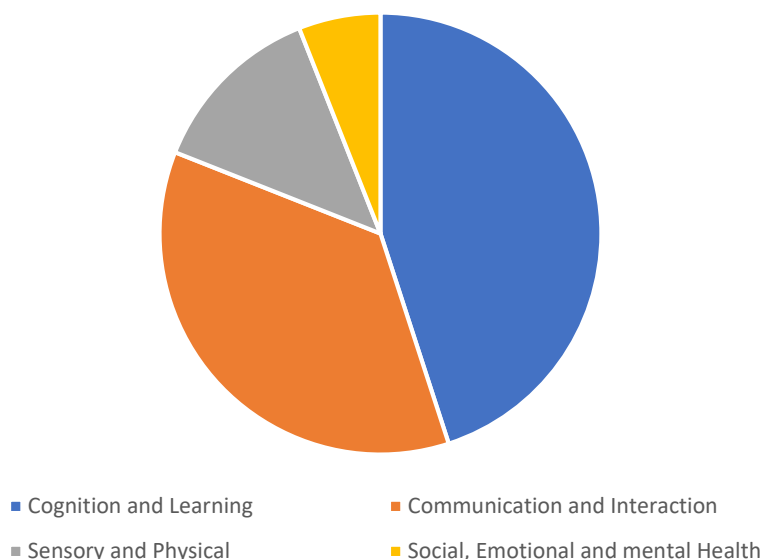
Area of need	Descriptors	Some examples of diagnosis.
Communication and Interaction (C.I)	Difficulties communicating with others Differences in Social Interactions Difficulties in expressing what they need, understanding language and social conversation. Inflexibility of thought or behavior Difficulty forming relationships	Autism (Autistic Spectrum Disorder – ASD) Social anxiety disorders Speech and Language difficulties

Cognition and Learning (C.L)	<p>Learning at a slower pace than peers</p> <p>Difficulty with memory and recall.</p> <p>Difficulty with processing information.</p> <p>Difficulty with retention of skills.</p> <p>Difficulty with self-organization and focus.</p>	<p>Dyslexia</p> <p>Global Developmental delay</p> <p>Dyspraxia</p> <p>Dyscalculia</p> <p>Attention deficit Disorder (ADD)</p> <p>Downs Syndrome</p>
Social, Emotional and Mental Health	<p>Challenging, disruptive or disturbing behavior</p> <p>Emotional wellbeing and mental health issues such as anxiety and depression</p> <p>Difficulty regulating own emotional responses</p>	<p>Attention Deficit Hyper activity disorder. (ADHD)</p> <p>Autism (ASD)</p> <p>Compulsive anxiety disorders</p> <p>Attachment Disorders</p> <p>Developmental trauma</p>
Physical and / or Sensory	<p>A disability that prevents a child from fully accessing typical educational facilities and activities;</p> <p>Visual Impairment</p> <p>Hearing Impairment</p> <p>Physical Disabilities</p> <p>Multi-sensory impairment</p> <p>Sensory processing differences</p>	<p>Downs Syndrome</p> <p>Registered visually impaired or blind.</p> <p>Registered hearing impaired or deaf.</p> <p>Wheelchair user.</p> <p>Sensory processing Disorder</p> <p>Cerebral Palsy</p>

What is the SEND profile of Hillside School?

		Percentage of total pupils	National comparison
No. Identified as having SEND	44	21%	15.8%
No. of pupils with Education and Health care plan	19	9%	4%

Proportion of type of Primary SEN at Hillside



How do we Identify pupils with SEN and assess their needs?

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

A process of pre-admission information gathering, baselining, (on entry) and on-going teacher monitoring/assessment and termly pupil progress/intervention meetings with the leadership team, identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo.

In deciding whether to make special educational provision, the SENCo, teacher and possibly the SEND Team, will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and the pupil. During this stage extra teaching or interventions may be put in place to enable the school to identify their specific needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English.

At Hillside we have a Pathways approach to meeting the needs of pupils on the SEND register.

Most pupils are taught on the formal pathway, which indicates that their needs can be met by teachers adapting in class teaching; providing additional resources and interventions alongside this. On the Semi-formal pathway, pupils may need to spend more time accessing the bespoke interventions but will be able to access most of the school's curriculum. However, these pupils may need more one to one support and to have an identified space of their own, E.g. In 'The Den' mobile or adjacent to classrooms. On the pre-formal pathway, pupils will have access to an enhanced provision environment: The Nest. They will have a curriculum that is based largely

around their communication and interaction needs and follow a daily structure based around specialist teaching approaches. Please see the document: SEND pathways approach at Hillside for more information.

Hillside's Policies Relating to the Identification and Assessment of Pupils with SEND:

- SEND Pathways Approach at Hillside
- Safeguarding and Child Protection Policy
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Equality and Diversity Policy
- Teaching and Learning Policy
- SEND Policy & Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- SRB Policy
- GDPR Policy

How does Hillside assess and review pupils' progress towards outcomes?

When pupils require support that is *different from or additional to* what is ordinarily offered by the school, such as intervention from external agencies, they will be placed on the SEND register. The school will then seek to remove barriers to learning and put effective special educational provision in place.

This begins a cycle of *assess, plan, do and review* with the child at the centre of the process:



Assess- We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

SSP Pupil Profile 2023-24

Pupil:				Photo		
DOB/ Year Group:						
Class teacher:						
Has pupil got an EHCP or any top-up funding?						
Attendance:	Aut:	Spr:	Sum:			
Assess						
Diagnosis/barriers to learning:						
External Agencies who have been involved (include summary of their findings/actions):						
EHCP Outcomes (where applicable)						
Historic Attainment EYFS: KS1:						
Plan & Do						
Provision/Support/Interventions:						
<ul style="list-style-type: none"> Weekly 1:1 Feedback Session with TA/Teacher 						
Short Term Targets (incl. date set)	School Strategies	Home Strategies				
1.						
2.						
3.						
4.						
5.						
6.						
Review						
Target	Outcomes (incl. date)		Child/Parent comments/reflections			
1.						
2.						
3.						
4.						
5.						
6.						
Current Attainment & Progress						
SSP Targets Achieved: Autumn __%, Spring __%, Summer __%.						
PITA Data:						
	Autumn		Spring		Summer	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
Reading						
Writing						
Maths						

Plan- Where SEN Support is required the class teacher will put together a **SEN Support Plan pupil profile (SSP)** with support from the SENCo outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do- The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review- The plan including the impact of the support and interventions will be reviewed on an ongoing basis by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of the next steps or where successful, the removal of the pupil from SEN Support.

For more information on Norfolk's Provision expected at School Support (PeaSS) <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/how-education-providers-support/special-educational-provision>

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care

needs. This may result in an **Education, Health and Care Plan (EHCP)** being provided. This brings together the child’s health and social care needs as well as their special educational needs. As part of following the Assess, Plan, Do and Review cycle, pupils with an EHCP will also have an Annual Review meeting (See the Norfolk County Council website for further information regarding requests for EHC plans -

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/introduction-to-send/sen-support/ehc-plans>)

What is the SEND Register and Provision Map?

All pupils identified as having SEND, will after consultation with parents / carers be placed on a SEND Register. The SEND register is an overview of all the pupils in the school with an identified need and is a key monitoring tool for the SENCo. At Hillside the Class Teacher will also keep a separate Pupil Intervention Record, which forms a working Provision Map, highlighting the needs and subsequent adaptations and interventions for each SEND pupil in their class. In addition, each pupil will have an individual **Sen Support Plan Pupil Profile**, which provides further details e.g. of their condition, previous and current provision, attainment/progress data, attendance data etc.

Pupil Intervention Record 202/21											
Teacher	Year Group							Reviews			
Child	2	3	4	5	6	7	8	9	10	11	12
	SEN	PP	EAL	SAL	LAC	MED	Pupil Needs/Concerns	Actions	Review Dec/20	Review March/21	Review July/21

Hillside Primary School - Class Support Rainbow									
Year	Teacher	Teaching Assistant	Teaching Assistant	Teaching Assistant	Teaching Assistant	Teaching Assistant	Teaching Assistant	Teaching Assistant	Teaching Assistant
		SEN	BESD	EAL	SAL	PP	LAC	MED	
	Name and photo of each pupil								

What is School’s Approach to Teaching Pupils with SEND and to Adapting the Curriculum and Learning Environment ?

Please also read the SEND pathways document

- We make the following adaptations to ensure all pupils’ needs are met:
- Differentiating our curriculum to ensure all pupils are able to access it e.g. by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources e.g. using braille/tactile resources, larger font/images, text to speech software, visual timetables etc.
- Staffing e.g. Ensuring pupils have an adequate level of support (small group or 1:1) to meet their specific and changing needs.
- Using recommended aids e.g. laptops, coloured overlays, CCTV, magnifiers, visual timetables, PECs, Sound Field Systems etc.
- Differentiating our teaching e.g. giving longer processing times, pre/post teaching of key concepts/vocabulary, reading instructions aloud, etc.
- Adapting and using the environment effectively e.g. individual work stations, quiet areas/dark dens, sensory areas, improving accessibility (see Accessibility Plan).

Additional support for learning

Staff regularly deliver a range of interventions such as:

- Precision teaching of reading or spelling
- Power of 1 & 2 (Maths Intervention)
- Sound Discovery – Phonics Intervention
- Maths Whizz – Maths gap filling
- Nesy for Reading or Dyslexia
- Phonics (FFT Success for All)
- ELSA – Emotional Literacy Support
- Attention Autism
- Speech and Language – e.g. Sound discrimination or Blank Level questioning
- PECS – Picture Exchange Communication System
- Lego Therapy

Teaching assistants will support pupils on a 1:1 basis when a need for this is identified – e.g, either through an EHCP or in short bursts to accelerate progress in key areas such as literacy.

Teaching assistants will support pupils in small groups when appropriate -e.g. to deliver an intervention that is effective for a cluster of pupils within a class or across classes. Or provide a bespoke provision relating to a common outcome on a School Support Plan or and EHCP.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities (including our breakfast and after-school clubs), school visits, residential trips, sports days, performances and special events etc. are available to all our pupils.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. However, on occasions, adaptations (e.g. level of support, environment, grouping, equipment, times etc) may be required.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are able to access ELSA (Emotional Literacy Support Assistant) support

- A number of pupils are trained as Well-being Ambassadors who provide weekly drop-in sessions and activities.
- In addition to the PSHE/RSE curriculum (SCARF), staff use Mindfulness activities and techniques.
- Pupils with SEN are encouraged to be part of the school council
- We have a zero-tolerance approach to bullying.
- Access to external agencies e.g. CAHMS, Supporting Smiles, GP, School Nursing Team.

Expertise and training of staff

Our SENCo is new to the role but has many years of experience working in the SEND sector e.g. in Complex Needs School, ASD Provision, SEMH Provision, Outreach to mainstream settings etc.

We have a team of staff, who are trained to deliver SEN provision, in a range of specialist areas such as.

- Specific Dyslexia Interventions
- Speech and Language Therapy Interventions
- Precision Teaching
- Step On and Step Up
- Braille
- Sign Language Level 1
- PECS
- Attention Autism
- Sensory Integration
- WELLCOMM communication assessment and intervention package

In the last academic year, staff have been trained in PECS, Sensory Integration, Step-On, Step UP, PANDAS, Total communication approaches, Attention Autism, Blanks levels of questioning and Colourful semantics .

We use external specialist staff to regularly support children with Speech & Language and Visual Impairment and e.g. Braille, Mobility, Technology.

Supporting Pupils with Disabilities

Arrangements for the admission of disabled pupils:

- We will endeavor to be as fully inclusive as we can and adopt a “can-do” attitude, so that the admission of pupils with disabilities is considered in the first incidence, in the same way as it is with non-disabled pupils.
- However, all pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated and they will prioritised even when classes are at capacity.
- We will provide forms in various accessible formats, where required.

Supporting access for disabled pupils:

- We will make reasonable adjustments to staffing, teaching approaches, classroom management and to the learning environment to ensure that the pupils are with their peers, comfortable and able to access learning at their level.
- We also have a range of resources and facilities to assist access including, a Disabled toilet with showering facilities, ramp access to the main building and one of the Mobile Classrooms, Sound Field Systems in the SRB, carpet in all classrooms to reduce reverberation, new high-definition interactive touch-screens in classrooms
- Some support staff trained to use/deliver Picture Exchange Communication Symbols, Braille, Attention Autism and Speech & Language Interventions.
- Please see the school's Accessibility Plan on our website for further details.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving from or to. We will agree with parents and pupils which information will be shared as part of this.

We prepare pupils on the SEN register for transitions between phases of education according to their own unique needs. For example, this could include visits to a new setting or classroom, transition work between support staff or inviting key staff for other setting to meetings

How does Hillside School work with other agencies to support pupils with SEN?

Professionals and support staff from other agencies may be involved in giving advice, writing reports, providing training and assisting at any point needed for pupils with SEN.

We work or have access to support from the following, although not exhaustive list;

Educational Psychology

Occupational Therapy

Dyslexia Outreach Service

Physiotherapy

Specialist Teachers (E.g. for the Visually impaired or Learning and Cognition specialists)

School Nursing Team

Virtual School Sensory Support

School to School Outreach from Special Schools

Supporting Smiles

Child and Adolescent Mental Health Services (CAMHS)

Continence Service

Speech and Language Therapy Team

Children's Services Social Care Teams such as Early Help and Family support

Voluntary or Charitable services linked to particular needs.

We are committed to using a bespoke range of services for each pupil on the SEND register and making referrals for additional support in an effective and efficient way. We also sign-post parents and carers to agencies who can provide general support.

Securing equipment and facilities

At Hillside we use a range of facilities and equipment. Often these are identified and accessed through the support and input of external agencies and sometimes through staff knowledge and training. Parents and carers can find information about the new funding process for children with SEND in Norfolk through this link; <https://www.schools.norfolk.gov.uk/-/media/schools/files/pupil-needs/send/indes-ipsef-parent-carer-communication.pdf>

Funding enables the school to access additional support such as additional Teaching Assistants or specialist equipment, so we are required to evidence a need for these resources through submitting an IPSEF for the whole school and a INDES for each pupil on the SEN register to the send and inclusion services.

How does Hillside School evaluate the effectiveness of the provision for pupils with SEND?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards the outcomes on their SSP each term
- Close communication with parents, carers and class teachers
- Use of the school's own assessment against curriculum expectations
- Reviewing the impact of teaching strategies using recommended assessments such as reading age.
- Using pupil questionnaires
- Monitoring by the SENCo
- Using pupil intervention records to monitor progress.
- Holding annual reviews for pupils with EHC plans

What should I do if I have a complaint about the provision for children with SEND?

Complaints about SEN provision in our school should be made to the SENCo in the first instance and then to the Head Teacher or SEN governor. They will then be referred to the school's complaints policy. Please see contact details at the start of this report

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Where can I find Norfolk's local offer?

Our local authority's local offer is published here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Further information on SEND

Can be found via the SENDIASS Norfolk website <https://www.norfolksendiass.org.uk/>

Monitoring arrangements

This information report will be reviewed by our SENCo Katie Foster and Head Teacher Simon Minter **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the board of Governors

Review date: September 2024