Hillside Primary School

Special Educational Needs and Disabilities

Policy + Accessibility Plan



Hillside Primary School

Special Educational Needs and Disabilities Policy

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Our Ethos/ Vision

Hillside Primary is an inclusive school and we believe that all children have the right to be educated in their locality. We are also very supportive of parents who want their child to be educated in a mainstream setting, where appropriate, even if at some stage they may need to access a specialist placement. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

As a result, 11 % of our children have an EHCP, well over double the National Average for a school of our size. Therefore, as many of our pupils with SEND have significant and very specific needs, that often require alternative approaches, we have enhanced our provision by creating **three different pathways; Formal, Semi-formal and Pre-formal. We have also created an Enhanced provision classroom: The Nest which is overseen by Local Authority Processes. We also have The Den a mobile class for children who require separate provision for SEMH needs.**

We feel that these pathways not only help us to articulate our provision, but they also enable us to raise the profile of SEND across (and beyond) our school, in addition to giving the staff a clear framework and expectations to work within. We are flexible with our approach and children may move from one pathway to another over the duration of their school career, depending on their development.

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is a* ***significantly greater difficulty in learning than the majority of others of the same age****. Special educational provision means* ***educational or training provision that is additional to, or different from,*** *that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'***

Key Roles and Responsibilities

The SEND Team: The SEND team have overall responsibility for the operation and monitoring of SEND provision across the school. The team includes the SLT (+ School SENCO), the Nursery Lead and the SEN Governor.

The SENCO is Katie Foster. She has day-to-day responsibility for many aspects of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. She is a member of the leadership team and of the Child Protection Team, as one of the Designated Safeguarding Leads (DSL). She is also the Lead Teacher for the Specialist Resource Base (SRB).

SEN Governor: The SEN governor is Deborah Oldham. This governor has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

Designated Safeguarding Leads (DSL): The DSL is the Simon Minter (Head Teacher) and the Deputy DSLs are Helen Sofokleous (Attendance Officer), Katie Foster (SENCO) and Nadine Barber (Nursery Lead). They are all part of the Child Protection Team and have shared responsibility for safeguarding within the school.

Aims and Objectives

Aims

At Hillside all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Identification of Needs

The identification of SEN 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 SEN. 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.

The Code of Practice refers to four broad areas of need:

Communication and interaction - these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties

(PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - children 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 displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A graduated approach to SEN Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments 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 SEND Team..

In deciding whether to make special educational provision, the teacher and 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 pupil. Pupils with emerging needs will be given extra interventions which will be recorded on the whole school pupil intervention record. This document also maps out all areas of need, including emotional or behavioural for all pupils in the school. Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- The Team Around the School (TAS – Local Authority provision)
- Educational Psychology Practice (EPSS, LA provision, mediated via TAS)
- The Child and Educational Psychology Practice (CEPP)
- Schools and Communities Teams (Part of Local Inclusion First)
- Child Mental Health Team.
- SOAS -Specialist Outreach Advisory service for schools with Enhanced provisions
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Dyslexia Outreach Service
- Virtual School Sensory Support
- Children's Services
- Family Support workers Via Early Help Processes
- School Nurse/Paediatric health team
- Healthy bowel and bladder Team

- Neuro Paediatrics and the Epilepsy team
- Child and Adolescent Mental Health Service (CAMHS)

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 SEN register**.** The school will then seek to remove barriers to learning and put effective special educational provision in place.

The SENCO will complete an Identification of Need and Inclusive Provision (INDES) for each pupil on the SEN register and an annual IPSEF (Inclusion and Provision Self Evaluation Framework) , and submit this to the Local Authority. Overall the total co-hort funding for the school is accessed via regular updates to the Graduated Provision Map (GPM) which aligns to the INDES levels for each pupil. Where the school is in need of additional funding, support will be requested and evidence of need provided via the INDES, IPSEF GPM and USSAF (Unexpected Situations, additional Fund) documents and processes

Placing a pupil on the SEN register begins a cycle of *assess, plan, do and review* with the child/young person 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.

Plan- Where SEN Support is required the class teacher will put together a **SEN Support Plan** with support from the SEND Team 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 them 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. They will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SEND Team 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, SEND Team, 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.

At Hillside we have a Pathways Approach to SEN provision;

Formal Pathway

Most of our children on the SEND register will follow this traditional approach, where we are able to meet their needs in the classroom alongside their peers. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. While pupils may also require additional intervention and support, this cannot compensate for a lack of good quality teaching. Children on this pathway will have an SSP, which will be reviewed on a termly basis and will have no more than 3 or 4 targets associated with their learning or physical needs. They will generally be following and assessed on the full National Curriculum, albeit with some aspects differentiated to their needs and they may also have additional support and input from the Teacher or Teaching Assistant. Children following this route, may

receive additional interventions or catch-up (including School-led Tutoring) and be eligible for a two-term place in our SRB.

Semi-formal Pathway

Children following this pathway are likely to have more significant and/or specific needs, requiring us to make adaptations to their curriculum, learning and/or the environment. These children are very likely to have or be in the process of getting an EHCP. Some of these children may also require a part-time timetable. These children are likely to be able to access most or some of the National Curriculum, but may be working below the level of their peers and possibly at a lower Key Stage. They are also likely to require a high level of adult support, possibly on a 1:1 basis.

They are likely to spend some time in their classroom and some time working outside their classroom, undertaking specific therapeutic approaches or as part of their additional curriculum e.g. Attention Autism, Speech & Language, Block Therapy, PECs, Braille, Mobility, Life Skills etc. These children may also need time to work in a quieter and/or less busy environment, on an individual or small-group basis. However, some of these children may be able to cope in the classroom on a full-time basis, but may require their own work-station.

We may need to use the Pre-Key Stage Standards to assess these children.

Pre-formal Pathway

Children following this pathway will have significant SEND. They will have an EHCP or be in the process to getting one and won't be expected to remain in a mainstream setting for the whole of their education. Some of these children may have a part-time timetable or even a dual placement.

These children are unable to access the National Curriculum and will therefore, be working on a completely bespoke specialist curriculum (see "Curriculum Approach for Pre-formal Pupils" below**).** The children will also immersed in a "Total Communication" approach to enable them to develop vital communication and interaction skills through the use of speech, picture-symbols and simple signs (signalong).

Children on this pathway will require a high level of adult support and be working on a 1:1 or small-group basis. This is likely to be separate from their chronological peers however, we will ensure that where possible, these children will have opportunities to mix with their peers and be as fully involved in the school as they are able. These children are assessed against SEND statements taken from the development matters framework and using the Tapestry system,

Parents/carers and pupil involvement in the process

We believe in a person-centred approach to information gathering and the cycle of *assess, plan, do and review*. Target setting/review meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

Curriculum Approach for Pre-formal Pupils

Children following the pre-formal pathway will continue to work towards the developmental milestones within the Development Matters/EYFS Framework, Our Nest Lead assesses pupils on a half termly basis against the SEN Tapestry Statements which link both to the whole schools EYFS system and the small steps of development taken from development matters. Progress against SSP targets which link directly to EHCP outcomes is also closely monitored and evidenced.

- Assessed areas of development:
  - Communication, Interaction and Language
  - Personal, Social, Emotional, Relationships & Health Development (PSHE/RSE)
  - Physical & Sensory Development
  - Literacy
  - Mathematics
  - Understanding the world
  - Expressive arts and design

The Pre-formal and some Semi-formal children will also access a range of specialist and therapeutic approaches/programmes throughout their day, such as:

- Attention Autism
- Speech and Language
- PECS (Picture Exchange Communication System)
- Core boards
- Communication books
- IPADS with communication functions provided by ATT
- School IPADS and laptops with communication resources such as widgit
- Sensory Circuits
- Visual Timetables
- Individual Work Stations
- Tactile/Moon/Braille
- Sensory Integration
- Intensive Interaction
- Now & Next
- Makaton / Signalong.
- Mobility & Orientation
- Life Skills

Enhanced SEND provision; THE NEST

We have set up a specialist classroom for a small group of “pre-formal” EYFS/KS1 children, who fit the profile of a Complex Needs School and require that same type of provision.

The pupils use the room as a base during the day and also for interventions and activities. Where appropriate, the children spend parts of the day with their main class group. Some “semi-formal” or even “formal” children with neurodiversity, are also able to access certain specialist activities, interventions or therapy sessions in the room, enabling staff and children to work together, rather than in isolation. Seven pupils are based in this room. The capacity of the room is a maximum of eight pupils and four staff at any one time.

The room is appropriately resourced for children of this age, in addition to having enhanced and specialist sensory stimuli. However, due to the sensory-seeking behaviours of some of the children, we have to restrict certain resources, for their safety.

The mobile has its own toilet and changing facilities, necessary for these children. There is also an enclosed outdoor play area enabling free flow or secure outdoor play during key times of the day.

Enhanced SEND Provision: THE DEN

The Den is a three-room mobile provision that is used flexibly according to the needs of children who can access the semi-formal pathway but are not able to cope in a classroom due to sensory or SEMH needs.

These pupils need access to a quieter and less demanding environment, but also have the opportunity to access class or group work and playtimes with their peers. This mobile also houses our ELSA room and has space that can be used for interventions according to staff and pupil time tables.

Specialist Resource Base (SRB)

The school also has its own SRB for Cognition and Learning which delivers short-term targeted support for children referred from local schools, as well as our own. Children attend the SRB for two terms and are provided with a broad, practical and personalised curriculum designed to boost specific areas of their learning and to increase both self-esteem and motivation, which can often be low. The children are also involved in the mainstream school, attending assemblies and sharing playtimes. The school operates as a community, caring for each other.

Following their 2 terms, the children are then supported along with staff from their home school, in their transition back to their normal setting.

The management of children with SEND

Hillside Primary expects teachers to be responsible and accountable for the progress and development of all pupils in their class, including where pupils access 1:1 support from teaching assistants or specialist staff or are based in the Enhanced provision.

Teachers must:

- regularly update the whole school pupil intervention record for their class.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils in their class, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them.
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- monitor and record the progress of all pupils within their class, including those with SEND (regardless of whether they are educated inside or outside of the classroom), ensuring that SENCo/SLT is made aware of any pupils causing concern or in need of additional support, resources or assessment.
- not use TAs as an informal teaching resource for low attaining pupils. TAs should add value to what teachers do, not replace them.
- ensure that TAs are fully prepared for their role in the classroom, by providing them with clear instruction, support and where necessary, access to appropriate planning*/resources e.g. particularly when they are expected to deliver a bespoke approach to any pupils with SEND.
- write and review Send Support Plan and Pupil Profile (SSP) on a termly basis for all SEND.
- provide the SENCo with relevant information for INDES, EHCPs, transition and other assessments.

- take ownership of identifying own training and resourcing needs.
- regularly liaise with parents (in-person or via homeschool book and/or email etc) providing them with a positive, yet realistic, overview of how their child is doing.

*On occasions (and agreed by SENCo/SLT), HLTAs and TAs may be able to plan for the children that they are supporting, if they are willing and able, but they MUST be given time to do so and be closely supervised by the Teacher and SENCO.

Support Staff must:

- promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- help pupils develop independent learning skills and manage their own learning.
- deliver high quality 1:1 and small group support by closely following teacher instruction/planning and/or structured intervention programmes.
- ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.
- provide daily or at least regular feedback on the progress (academic, personal and social) of the child or children that they work with.
- take ownership of identifying own training and resourcing needs.
- regularly liaise with parents (in-person or via homeschool book and/or email where appropriate) providing them with a positive, yet realistic, overview of how their child is doing.

<u>The SENCO is responsible for:</u>

- the SEND policy and its implementation
- Submitting INDES IPSEF and GPM documents at least annually or as needed
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions (alongside the Deputy Head)
- attending network or Zones of Inclusive Practice Meetings (ZIPS) and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools
- providing staff/parents with training and information
- collecting, analysing and presenting performance data for SEND pupils

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment
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 (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.
(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/education-and-learning/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/ehc-needs-assessment-requests**

Admissions
The admission arrangements for all pupils are in accordance with national legislation, including the SEND Code of practice 2015, and the Equality Act 2010. This includes children with any level of SEND; those with EHCPs and those without.

All SEND paperwork should be passed to the SENCO as soon as possible. If the pupil is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SEND Team to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that pupil's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

In addition, where possible, the SEND Team will write a transition plan for the pupil which may involve our staff visiting the pupil's current nursery/school and/or the pupil visiting Hillside school prior to them beginning.

The school will do its best to ensure that the necessary provisions and preparations are made prior to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Supporting parents/carers and children
We provide support in the following ways:

- the Headteacher and SENCO operate an open door policy for parents/carers seeking support and advice.
- our ELSAs (Emotional Literacy Support Assistants)
- the dedicated SEN Governor who is available as a contact point
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements for SATs
- support for transition between classes
- a transition group for vulnerable Y6 pupils transferring to secondary school
- inviting the SENCO of the receiving secondary school to the final Annual Review in year 6.

Supporting pupils at school with medical conditions
The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the

case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg an extra adult to accompany a child on a school trips/residentials.

Specific staff have training to support particular needs, eg managing diabetes and epilepsy.

The school secretary is responsible for the administration of medicines and health care plans/protocols. The SENCo also has oversight of Care Plans, particularly those that relate to-pupils on the SEN register.

Monitoring and evaluation of SEN

The SEND Team (including the Headteacher and the SLT) regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Learning walks and lesson observations
- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SLT maps provision for each class through Pupil Intervention Record spreadsheets. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. We review the overall needs of each class on an ongoing basis and if necessary make changes to our provision.

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- attending SEND Team meetings
- liaising termly with the SENCO/other members of the team
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions, emotional literacy and in supporting children with learning and cognition needs. The SENCO attends network/cluster meetings to share good practice and keep up to date with SEND developments.

Storing and managing information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are stored on our SEN Drive. Individual SEN files are transferred to receiving schools when pupils leave Hillside. Please see the School's GDPR Policy for further details.

Complaints
We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Hillside to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher.

Compliance
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013
School SEN Information Report (2023)
The National Curriculum in England Key Stage 1/2 framework document Sep 2014
Teachers Standards 2012

Related School Policies/Documents:

- SEND Pathways approach at Hillside
- SEND information report
- Safeguarding and Child Protection Policy
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Equality and Diversity Policy
- Teaching and Learning Policy
- Supporting Pupils with Medical Conditions Policy
- SRB Policy
- GDPR Policy

Monitoring & review, policy into practice
The SEND team will regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. The SENCO will complete INDES and IPSEF submissions as required by the local authority. These documents can also be used to generate data and monitor / plan provision. Any issues identified will be incorporated into the school's action planning.

Date: Oct 2025

Review date: Oct 2026

Appendix 1

Accessibility/Inclusion Plan

This Access Plan pays due regard government law and local Norfolk County Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001, and Oxfordshire County Council's Schools Accessibility Strategy 2006-2009); and it also incorporates aspects of the Chiltern Edge School Development Plan.

This **Accessibility Plan** is divided into three sections:

Section 1: Access to the Curriculum - for pupils

Section 2: Site Accessibility - for staff, parents, pupils and the community

Section 3: Access to Information - for staff, parents, pupils and the community

This Access Plan details policies and initiatives, how these are monitored, reviewed / evaluated, and how these evaluations are developed and embedded into school systems and practice.

This Access Plan is an 'umbrella' document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the senior leadership team and governors.

This Access Plan - through detail in individual policies - therefore highlights key whole school aims for 2019-2020.

The Plan is reviewed each year by the senior leadership team, with individual responsibilities for specific sections of the Policy as noted; it is also reviewed by the Governing Body.

Section 1: Access to the curriculum

This section of the Access Plan is monitored by the Senior Leadership Team.

Pupils across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- **School Improvement and Development Plan**
- **Teaching, Learning and Assessment Policy**
- **Special Educational Needs Policy (and also an SEN Information Report)**
- **Supporting Pupils with Medical Conditions Policy**

Principal features of Hillside School are:

- The Headteacher monitors data and pupil progress for the whole school on an ongoing basis.
- The SLT meet with class teachers on a termly basis to discuss pupil progress and interventions.
- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by the Deputy Headteacher.

- The SEND Team monitors the progress of all SEND pupils, including those in the SRB, on an ongoing basis.
- Teaching Assistants provide intervention teaching to identified individual pupils or small groups, this may include phonics, numicon, accelerated reader, speech and language, nurture and emotional literacy etc.
- All pupils have access to weekly/fortnightly one-to-one 'feedback' sessions where they are able to discuss their strengths and areas for development in specific subject areas.
- Teachers write their own SEN Support Plans for pupils within their class in liaison with the SEND Team.
- The SENCO and Headteacher are highly experienced and skilled in working with pupils who have SEND, regularly providing advice and training to staff.
- The school regularly accesses support and advice from external agencies e.g. CEPP and S2S.
- Teachers' planning contains differentiation and where necessary, identifies particular strategies, support and equipment for pupils who have SEND.
- The Headteacher and Governors regularly monitor teaching and learning, through lesson observations and learning walks to ensure that all pupils are engaged, having fun and learning.
- The school council regularly discusses how features of teaching and learning can be improved.
- The most able pupils are identified by prior attainment data, and by teachers to the SLT, with curriculum development, enrichment and extension activities made available to them in addition to a programme of support, mentoring and intervention.
- The school adopts a 'growth mindset' where pupils are generally able to access activities at their own level. We try not to put a ceiling on activities so that pupils can challenge themselves and reach their full potential.
- Data from previous classes (or schools) informs differentiated mainstream classroom teaching and learning support interventions, together with information from parents and professionals.
- Pupils with medical needs or conditions which may affect their attendance are given additional homework or tuition (when appropriate) to enable them to catch up. Teachers will also take into account that these pupils may be more prone to fatigue and therefore, try to teach the core subjects in the morning.
- Through whole school data, specialist testing (MOP) and external intervention, pupils are identified for Access Arrangements (SATs exam concessions).
- Pupils may be able to access a short–term intervention placement in the school's SRB.
- KS2 pupils who have an EHCP or significant SEND, who are working at a level well below their Key Stage, may be able to access small group teaching for the core or other identified subject areas.
- Pupils are able to use a wide range of ICT equipment to support their learning and/or improve their access to lesson content e.g. Interactive Whiteboards, Soundfield System, Laptops, iPads etc.

Section 2: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Headteacher, SENCO, Governors and the Caretaker, with contributions from a range of professionals supporting the school and from individuals within the school.

Pupils, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes will be made to the curriculum -typically this will mean re-rooming to accessible accommodation.

The following policies/procedures support these aims:

- **Business Continuity Plan**
- **Premises Development Plan**
- **Critical Incidents Policy**
- **School Improvement and Development Plan**
- **General Risk Assessment**
- **Fire Risk Assessment**
- **Fire Evacuation Plan**
- **Health and Safety Policy**
- **Event Organisation and Guidance Policy**
- **Manual Handling Policy**
- **Individual area and subject risk assessments and codes of practice.**

Principal features of Hillside School are:

- Annual audits of the school site e.g. General Risk Assessment and Fire Risk Assessment.
- Health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Premises Team (Head Teacher, Caretaker and Health and Safety Governor). This information then informs the Premises Development Plan.
- Risk assessments are written for activities/subjects, areas (inside and outside), equipment, groups of pupils and for specific pupils (as generic for their time in school, and/or for specific activities, or to take into account their specific disability).
- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS).
- The medical condition of pupils affecting health & safety and site accessibility, compiled by the SENCO, is circulated to staff in school on a need to know basis.
- The medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and related staff.
- The SENCO has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines.
- Outside professionals (for example, Occupational Therapists, Physiotherapists, Virtual School Sensory Support Service, S2S) support the work of the school, and the integration of specific students within mainstream classes where necessary.
- All staff, on a day-to-day basis, monitor individual students' accessibility to the school site.
- There is not any direct wheelchair access to either the KS2 Year 3, 4, 5, 6 teaching classrooms. Currently there are no wheelchair users enrolled in Hillside Primary School but should this change then either ramps or alternative classrooms would be used.
- Each playground is accessible for wheelchair users by using the main hall disabled ramp.
- The school has disabled parking.
- The SRB has a Soundfield System.

Section 3: Access to Information

This section of the Access Plan is monitored by the Headteacher, SEND Team, Data Protection Co-ordinator and Office Manager. The school liaises with the Local Authority to ensure compliance with GDPR, Local Authority and government statutes. Our aim is to ensure that pupils, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

This plan supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the General Data Protection Regulations (GDPR)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

In addition the School has its own policies on GDPR and Complaints.

Responses to requests for information

- Relevant documents are posted on, and may be downloaded from, the school's web site or hard copies may be requested from the school office.
- Parents may request copies of student record files, including paper and electronic files.
- Parents may not be given access to records which contain information on staff or other pupils which would breach our General Data Protection Regulations Policy and/or GDPR (2018)
- All requests for information should be made in writing, to the Headteacher.
- Any complaints should be addressed through the School's Complaints Policy, available to view via the school website.

Information provided by the school

<u>Pupils have access to information by:</u>

- The regular reporting of their progress by written reports from teachers.
- Feedback from their teachers and teaching assistants relating to their work,
- Reviews from enhanced monitoring through Annual Reviews, Family Support Process (FSP), LAC Meetings and SEN Support Plans.
- Assemblies.
- Representation on/by the School Council.
- The School Website.

<u>Parents have access to information by:</u>

- The regular reporting of their child's progress by written reports from teachers.
- Teachers' written comments in pupils' books and letters to parents.
- Talking to staff in the playground or through telephone conversations.
- Parents' Evenings.
- New parents (Reception) information evening.
- The school's website.
- Regular school information/news through texting service, facebook, newsletters and the information screens (playground and foyer).
- Open mornings for parents.
- By prior appointment to visit the school.
- Specific requests for information (see above).

- Through appointments with teachers and meetings e.g. Annual Reviews, Early Help and the Family Support Process (FSP), LAC Meetings and SEN Support Plan Reviews.
- School Prospectus.
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school.

Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by**:**

- School's website
- Contact with professionals within the school
- By written request to the Headteacher

Accessibility of information

The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- The School will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.
- The School will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. during parents' evenings and review meetings of children's performance in school, details are confirmed to parents how they can access information
- The School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information.