

Hillesley

PRIMARY SCHOOL



Our vision, based on our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

Hillesley CE VA Primary School Special Educational Needs and Disability Information Report

December 2023 (Academic Year 2023-24)

Hillesley Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with special educational needs or a disability (SEND) are valued, respected and equal members of the school.

As such, provision for children with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND. The Governing Body, Headteacher, SENDCo and all other members of staff have important responsibilities. By working in partnership through innovation, creativity and challenge, our children will become successful motivated citizens who are equipped to face the challenges of the future.

This report will be reviewed on an annual basis and will be published on the school website. Paper copies are available on request from the school office.

Our aims and objectives

- To create a happy community in a safe, open, friendly and secure environment
- To foster in every child the characteristics of effective learning – curiosity; independent thinking and reasoning; ability to apply knowledge and skills; enjoyment and fascination; imagination and creativity; ability to reflect; without fear of making mistakes
- To develop an outstanding curriculum which enthuses and stimulates and which responds to the particular needs of our pupils
- To provide memorable opportunities to extend and enhance pupils' learning
- To encourage every child to develop socially and to achieve academically
- To be committed to outstanding teaching that enthuses staff and children
- To instil Christian and moral values in every child and an understanding and appreciation of the diversity of British culture, encouraging self-respect, respect for themselves, others and the environment so that they participate fully in life in modern Britain and make a valuable contribution, always remaining tolerant of those with different faiths and beliefs.
- To promote and model excellent behaviour where everyone understands the consequences of their actions
- To develop in every child a willingness to participate in, and respond to artistic, sporting and cultural opportunities
- To communicate clearly with staff, pupils, governors and parents ensuring that everyone works effectively as a team
- To ensure that all children are fully prepared to take the next steps in their education and to be fully prepared to take their part in modern society

What kinds of special education needs or disability are provided for at our school?

We support pupils with a wide range of needs and will make all reasonable adjustments to ensure they are included in all aspect of school life. The broad areas of need which we provide for are:

- **Communication and interaction**

Children with speech, language and communication needs who may 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.

- **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers. This includes specific learning difficulties 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, for example becoming withdrawn as well as displaying challenging behaviour. They may also have disorders such as attention deficit disorder (ADD), or attention deficit hyperactivity disorder (ADHD).

- **Sensory and/or physical needs**

Some children need SEND provision because they have a disability which prevents or hinders them from making use of school facilities. These include hearing impairment, vision impairment or a physical disability.

How does our school ensure that children who need extra help are identified early?

The school will follow [Gloucestershire's Graduated Pathway of Early Help and SEND Support](#) to ensure that the correct level of support is identified and given to children at an early stage.

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem
- Consultations between staff and the headteacher/SENDCo

- Liaison with external agencies e.g. Advisory Teacher Service or Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting

What should a parent do if they think their child may have special educational needs or a disability?

Talk to us – in the first instance contact your child’s class teacher; if you still have concerns please contact:

Headteacher:	Mrs Lucy Chandler	(head@hillesley.gloucs.sch.uk)
SENDCo:	Miss Alice Dobie	(adobie@hillesley.gloucs.sch.uk)

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who will explain my child’s needs and progress to me?

- The class teacher will meet parents face-to-face twice a year at a Parents’ Evening to discuss a child’s needs, support and progress
- There will be two additional ‘My Plan Meetings’ offered to parents of children with SEND with the class teacher/SENDCo

How will school support my child?

- Our SENDCo and Headteacher oversee all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher and SENDCo will write a ‘My Plan’ in collaboration with parents to set out specific targets for your child and include the support your child is receiving and evaluate the success of any interventions.
- There may be a teaching assistant or the class teacher working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

How do teachers match the curriculum to an individual child’s needs?

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Some pupils will have work that is individually adapted to meet their needs.

The benefit of this type of adapted learning is that all children can access a lesson and learn at their level.

How is the decision made about what type and how much support my child will receive?

Your child's class teacher, in discussion with the SENDCo/Headteacher, will decide how much and what type of support your child needs.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.
- Children who have 'My Plans' discuss their targets with their class teacher and the SENDCo during the My Plan meeting.
- If your child has an Education, Health Care Plan (EHCP) their views will be sought at the review stage, if appropriate.
- Pupils also share their views through specific Pupil Voice activities.

What additional support for learning is available for my child?

Your child's class teacher and the SENDCo will decide what additional support your child receives. Support may be in class during lessons, or withdrawn from class in small groups or 1:1. Withdrawal sessions may include interventions for specific phonics/spelling/reading or maths or interventions to support social, emotional or mental health needs. The primary focus is ensuring that every child has access to **quality-first teaching**.

What specialist services and expertise are available at or accessed by the school?

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include:

- GP
- School Nurse
- Clinical Psychologist
- Paediatrician
- Speech & Language Therapist
- Occupational Therapist
- Physiotherapist
- Educational Psychologist

- Advisory Teaching Service
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Early Help
- Showmen Traveller Support
- Inclusion support

The 'Gloucestershire Local Offer' is available at:

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly 'Pupil Progress Meetings'. In this meeting a discussion takes place about the progress of all pupils but predominantly those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's 'My Plan' is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress with your child's class teacher and the SENDCo at their My Plan Meetings held twice a year.
- You are also welcome to make an appointment at any time to meet with either the class teacher, SENDCo or Headteacher and discuss how your child is getting on.

How will you help me to support my child's learning?

- The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.

- The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the Special Educational Needs register, they will have a 'My Plan 'or 'My Plan + which will have individual targets that will be monitored and discussed with you regularly. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

How does the school judge whether the support has had an impact?

- By reviewing children's 'My Plan' targets in December, March and June and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets.
- The child is making progress academically against national/age related expectations.
- Verbal or written feedback from the teacher, parent and pupil.
- The class teacher and the SENDCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

Children may be taken off the Special Educational Needs register when they have made sufficient progress.

How accessible is the school environment?

- Unfortunately, the main school building is not wheelchair accessible.
- There is no access toilet, which is large enough to accommodate changing and personal hygiene care.

The Accessibility Plan for our school, which is regularly reviewed by the Governing Body, can be found on the school website. A printed copy is available from school office.

What activities are available for my child in addition to those which are part of the curriculum?

We have a wide range of clubs run by internal and external staff which take place after school. We encourage all of our pupils to join these clubs and wherever possible we adapt them to ensure accessibility.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- The headteacher endeavours to greet and welcome pupils and their families each morning and pupils can come straight into the main school building which ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Headteacher or SENDCo for further advice and support. This may involve working alongside outside agencies such as Health, Advisory Teaching Services, Speech and Language Services and Educational Psychology Service.
- There is a member of staff trained to deliver basic speech and language therapy.
- We may use outside agencies to provide Play therapy where appropriate.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.
- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to all staff.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils. We also take every opportunity to include pupils socially at break and lunch times.

- The attendance of every child is monitored on a daily basis by the school office. Lateness and absence are recorded and reported to the Headteacher and Governing Body.
- After any serious behaviour incidents, we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- If a child is at risk of suspension or exclusion, a specific plan, My Plan or My Plan+ is written. This is done with the child and parents to identify the specific issues and reflect the relevant support and targets that are put in place to minimise the risk of exclusion.

What training have the staff supporting children with special educational needs, had or are currently having?

All staff are encouraged to attend relevant Continuing Professional Development (CPD) courses in order to be able to support all children and their needs. Where possible, training is delivered in school. However, where training becomes available, staff are supported to attend. Training has included:

- The SENDCo - National Award for SEN Co-ordination
- The SENCO attends the regular cluster events and annual SENCO conference which provide information and training on local and national issues relating to supporting pupils with SEND
- The headteacher – Certificate in Learning Difficulties (PGCE)
- A teaching assistant holds Level 1 Speech & Language certificate
- ‘Team Teach/Positive Handling’ training
- Fizzy training to support pupils with coordination needs
- Social stories and comic strip stories for children with social communication difficulties

How are the school’s resources allocated and matched to children’s special educational needs?

- We ensure that all children with special educational needs are provided for to the best of the school’s ability with the funds available.
- We have a team of teaching assistants and teachers who deliver programmes designed to meet individual or groups of children’s needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How are parents involved in school life?

- We have an open-door policy - parents are encouraged to come in and talk to us if they have any concerns.

- We have homework celebration days for all parents
- Parents are also welcome to help out as volunteers.
- Parents are also invited to regular Celebration Worships and performances.
- There is an annual parental questionnaire.

How the Governors are involved and what are their responsibilities?

- The SEND Governor is Anne-Marie Collier
- The SENDCO reports to the Headteacher and SEND Governor to inform her about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- The SEND Governor reports to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs and disability budget with the overall aim that all children receive the support they need in order to make progress.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with SENDCo or Headteacher.
- Find further information in our [Special Educational Needs](#) policy on our website.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us
- The Early Years Foundation Stage teachers arrange home/pre-school visits for all children joining the school in Reception
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate
- When appropriate we write social stories with children to help explain and prepare them for any major transition
- When children are preparing to leave us for secondary school, we arrange visits for them
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood

- If your child has an Education, Health and Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school

Who should I contact if I am considering whether my child should join the school?

Contact the School Office, to arrange a meeting and tour of the school:

Hillesley Primary School, Kilcot Rd, Hillesley, Glos, GL12 7EZ

Tel: 01453 843551

E-mail: admin@hillesley.gloucs.sch.uk

If your child has a special educational need or a disability, you could contact the Head teacher or school SEND Co who will discuss how the school could meet your child's needs.

What are the arrangements for the admission of disabled pupils?

Hillesley Primary School welcome pupils from all cultures and backgrounds including those with a disability. Any pupil with an Education, Health and Care Plan (EHCP) which names the school must be admitted. Please refer to the school's [Admissions Policy](#) for more information which can be found via the school website.

What steps have been taken to prevent disabled pupils from being treated less favourably than other pupils?

Please refer to the [Equality Policy](#) and [Equality Objectives](#)

What facilities do the school provide to help disabled pupils to access school? Please refer to the [Equality Policy](#) and [Equality Objectives](#)

Further links and information:

[Admissions Policy](#)

[SEND Policy](#)

[Behaviour policy](#)

[Complaints policy](#)

[Equality Policy](#)

[Child Protection & Safeguarding Policy](#)

[Keeping Children Safe in Education](#)

[Working together to safeguard Children](#)

This report will be reviewed in September 2024.