



SEND Information Report

(Last Updated September 2022)

Hillside Primary School

Acting Head Teacher: Mrs L
Thompson-Broom

School name and address	Hillside Primary School Ridgeview Road, Prenton, Wirral, Merseyside, CH43 9HG
Telephone Number	0151 677 9960
Website Address	http://www.hillside.wirral.sch.uk
Age range within the school	2 - 11
Person responsible for updating local offer	Mrs Jennie Hamer Sendco 0151 6779960 jenniehamer@hillside.wirral.sch.uk
Overview	<p>At Hillside Primary School, we are driven in our aim to ensure that every child leaves Hillside having grown and fulfilled their academic and social potential. We embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs.</p> <p>In terms of what we offer children with Special Educational Needs and/or Disabilities (SEND), this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Hillside Primary staff members working alongside the child, the child’s family and, where necessary, outside agencies.</p>
Identification : How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<p>As well as building strong relationships with children and their families, children’s progress is monitored closely through assessment and data analysis.</p> <p>The class teacher is the first point of contact for parents who think their child has developed additional needs. Following this the class teacher may liaise with the Special Educational Needs Co-ordinator (Sendco) for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required.</p> <p>Pupil progress meetings are held each term to discuss the progress of all pupils with the Head teacher and additional pupil progress meetings are held with the Sendco to specifically discuss those children already identified with SEND. The shared discussions will highlight what further support or intervention may be needed to increase progress and bring the child back on track to meet end of year attainment targets. In data analysis, pupil groups are</p>

	<p>analysed, including children with SEND and the results of this analysis informs practice. If concerns remain, the school will consult or involve external agencies.</p>
<p>How will school staff support my child?</p>	<p>All class teachers have a responsibility to create high quality learning environments. Lessons are planned and differentiated appropriately to the needs of learners. Children with SEND have individual targets which are reviewed half termly.</p> <p>At Hillside Primary we offer many different forms of additional provision. This can include additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; and access to a wide range of outside agencies. Additional provision is overseen by the school's Sendco and is designed and implemented by an excellent team of teachers, supported by highly-skilled Teaching Assistants.</p> <p>Senior Leadership regularly closely monitors pupil progress and teacher effectiveness, and Governors have a responsibility to develop effective policies and review these regularly.</p> <p>The school's SEND governor is Mrs R Shaw who can be contacted through the school office</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All Hillside Primary pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to computing and a broad range of extra-curricular activities. This fosters and builds on children's interests and allows all children to experience success. We believe it is important for children to develop relationships with a number of adults across the school and ensure all staff understand a child's SEND.</p> <p>We teach a thematic curriculum that allows pupils to acquire and develop skills in a meaningful and purposeful way. Phonics is taught across EYFS and Key Stage 1 and is embedded across the curriculum.</p> <p>We use wide variety resources to facilitate access to the curriculum, including: Numicon, coloured overlays and Ipad apps. It maybe your child needs specialist equipment eg. Writing slopes, pencil grips, posture support cushions and chairs and these will be provided by school to help your child make progress.</p> <p>Our children make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.</p> <p>The school's SEND policy is available on the school website.</p> <p>Staff absence is usually covered with familiar teaching staff from within the school. On the few occasions when this is not possible, we aim to use regular supply staff who are familiar with our pupils and curriculum.</p>
<p>How will both you and I know how my child is doing?</p>	<p>Children's progress is monitored closely and effective assessment and tracking together with staff knowledge of children and attention to their well-being informs communication with families. Children with identified SEN have individual targets which are</p>

	<p>reviewed with Sendco and class teacher termly. There are regular opportunities to discuss your child's progress, these can be parents' evenings or through meetings with the class teacher or Sendco. In the first instance contact your child's class teacher.</p> <p>It may be necessary to arrange multiagency meetings with other professionals that may be involved with your child. If your child has an EHCP or additional individual pupil funding for SEND, there will be an annual review of this. A written report is shared with families in the Summer term.</p>		
<p>What support will there be for my child's overall well-being?</p>	<p>Your child's well-being and emotional health is as important as their academic progress.</p> <p>Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. Individual behaviour plans are used should there be the additional need.</p> <p>We are very fortunate to have a full time learning mentor, Michelle, in school. She is highly skilled in working with pupils and their families and is available to meet with you to discuss any concerns that you may have with regards to your child's well-being.</p> <p>The school offers a wide variety of pastoral support for pupils who encountering emotional difficulties, including:</p> <ul style="list-style-type: none"> ❖ Daily nurture group led by our learning mentor ❖ Teachers and Teaching Assistants readily available to discuss issues and concerns ❖ Nurture provision is also available at lunchtime to support children who find lunchtimes challenging. ❖ If a pupil has a medical need then an Individual Health Care Plan is compiled in consultation with parents/carers. ❖ Most Teaching Assistants are trained in first aid and in agreement with parents/carers medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member. ❖ Most staff are trained in how to use a defibulator and school has one on the premises. ❖ We pride ourselves on how we promote children's well-being and emotional health at Hillside Primary School. 		
<p>What specialism services, experience, training and support are available at or accessed by the school?</p>	<p>Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ❖ School Nurse ❖ Paediatricians – accessed via school nurse and/or GPs ❖ Special Educational Needs Assessment Advice Team (SENAAT) </td> <td style="vertical-align: top; width: 50%; border-left: 1px solid black;"> <ul style="list-style-type: none"> ❖ Outreach support from specialist schools, eg Gilbrook ❖ Specialist support from A.S.T Social Communication Team ❖ Social services </td> </tr> </table>	<ul style="list-style-type: none"> ❖ School Nurse ❖ Paediatricians – accessed via school nurse and/or GPs ❖ Special Educational Needs Assessment Advice Team (SENAAT) 	<ul style="list-style-type: none"> ❖ Outreach support from specialist schools, eg Gilbrook ❖ Specialist support from A.S.T Social Communication Team ❖ Social services
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	<ul style="list-style-type: none"> ❖ Speech and Language Therapist ❖ Occupational Therapist ❖ Educational Psychologist ❖ Educational Welfare Officer ❖ Vision and Hearing Support 	<ul style="list-style-type: none"> ❖ Social Care Family Support Worker ❖ CAMHS ❖ Minority Ethnic Achievement Service (MEAS)
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Mrs Hamer is an experienced SENDCO and has achieved the National SENDCO Award. Our school is committed to ensuring on going CPD is provided as part of the schools anticipatory duty towards meeting the needs of every child. Specialisms are deployed in a targeted way to ensure that individual needs are catered for.</p> <p>Different members of staff have received training related to SEND including sessions on:</p> <ul style="list-style-type: none"> ❖ Autism ❖ Social Communication Difficulties ❖ Speech and Language ❖ Social Emotional Behavioural Needs ❖ First Aid ❖ Team Teach ❖ Attachment and Trauma 	
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. We are delighted with the number of pupils with SEN who participate fully in school trips, residential, extra-curricular clubs, art endeavours, sports teams and school committees (eg School Council).</p>	
<p>How accessible is the school environment?</p>	<p>Hillside Primary School is a single story building with three short sets of internal stairs linking the two levels. All classrooms are accessible but it may be necessary to access them from an entrance other than the main entrance. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure.</p> <p>Where the first language of parent/carers is not English, every effort is made to ensure that communication is maintained, accessing Local Authority services if required or available.</p> <p>Our Accessibility Plan is available on the school website.</p>	
<p>How will the school prepare and support my child when joining Hillside Primary School or transferring to a new school?</p>	<p>Where children move school during their primary school career, every effort is made to ensure that there is effective communication and a smooth transition to the new school. Parents and children are welcome to look around Hillside Primary School at any time to see what provision we offer and whether you feel we can meet the needs of your child.</p> <p>If your child is particularly worried or anxious, they can be offered some transition visits and an opportunity to meet their new class</p>	

	<p>teacher and class mates. Often we find a short transition is most successful.</p> <p>Transition to secondary school can be a worrying time for both parents and the child so at Hillside Primary School we can offer Enhanced Transition visits and talk at length to Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally.</p> <p>Some children can find transition to a new class within school a stressful experience and for these children we offer Internal Transition support, suited to the needs of the child.</p>
<p>Provide examples of interventions, equipment, resources that schools may allocate to match children's special educational needs.</p>	<p>In addition to Quality First teaching children may be offered, for example:</p> <ul style="list-style-type: none"> ❖ Bespoke, reactive "boosts" to their learning ❖ Pre Teaching to enable access to future class learning ❖ Multi-sensory reading and spelling programmes ❖ Additional small group/individual phonics ❖ Social skills training and support ❖ Visual timetables, timers, prompt cards ❖ Speech and language interventions ❖ Writing slopes, adapted pens, scissors etc. ❖ Additional adult support <p>Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENDCO to manage and monitor the support.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Where concerns are raised about a child and their needs are not being met through Quality First Teaching, the class teacher would discuss possible strategies to address this with the Sendco and parents/carers. If there is a continuing difficulty, a child may be placed on the school's SEND register as needing SEN support. An individual programme will be put in place in collaboration with the child and parents/carers.</p> <p>Typically this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding maybe beneficial this is agreed by senior leaders as the resources are often provided within the school or delivered from outside agencies. At all stages, outside agencies will be involved as appropriate and their recommendations actioned.</p> <p>Where a child's needs cannot be met from the designated fund within the school budget, the school will apply for top up funding. If it is considered necessary, an application will be made for statutory assessment.</p>
<p>How is my child involved ?</p>	<p>All children with SEND have a one page profile which is written and updated with them in order to provide an overview of what matters to the child, how to support them and also their strengths</p>

	and personality. Class teachers share the children's targets and progress with them throughout the year.
How are parents involved in the school? How can I be involved?	Parents/Carers are equal partners in their child's education. Parents' evenings and parent information events provide further opportunity for communication. Annual reviews for pupils with additional funding, parent coffee mornings and school transition meetings are all examples where parents can become actively involved with our school. The school has an 'open door' policy and parents can easily contact staff where there are concerns. Parents are encouraged to support their child with reading and home-learning. Using the Marvellous Me app enables parents to see their child's successes and to be aware of how to further support them with their learning at home. The Marvellous Me app involves and equips parents with personal, positive and progress-led news, and it fully complies with GDPR. More information on Home Learning can be found for each year group on our website.
Who can I contact for further information?	The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an on-going basis. Staff are available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the school office to make an appointment. For matters not directly related to your child's progress parents are invited to contact the school office to make an appointment to see the headteacher or the Sendco. Mrs Hamer, Sendco.
Complaints	If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.
Other support services for parents	For further advice, contact <u>Wirral Local Authority</u> . Contact details are available through their website. The Local Authority Local Offer is located on their website. http://localofferwirral.org/ <u>Wirral SEND Partnership</u> is an impartial and confidential service which gives free information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25 SEND http://www.wired.me.uk/Contact-Us.asp Tel: 0151 522 7990 Fax: 0151 670 1600 Email: contact@wired.me.uk By post: Unit 7, Wirral Business Park, Arrowe Brooke Road, Upton, Wirral, CH49 1SX
An invite for feedback	This offer is intended to provide clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information, please email: schooloffice@hillside.wirral.sch.uk This offer will be formally reviewed September 2023.