SEND Information Report

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Welcome to Hill Top Academy!

Edlington Lane

Edlington

Doncaster

DN12 1PL

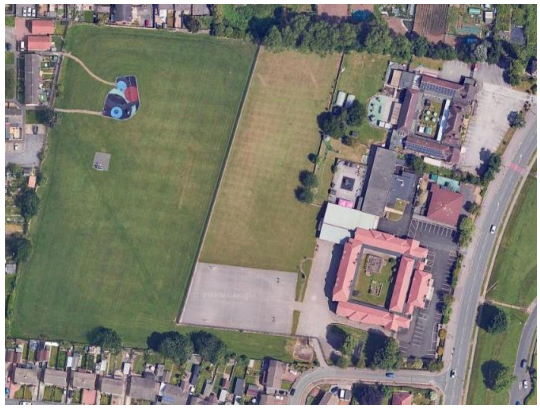
Ages 3 – 11

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Welcome

Hill Top Academy is a primary school for 3 to 11 year olds in Doncaster. We have 383 children in 14 classes and a 52 place nursery.



In this guide, we hope that you'll discover everything that you need to know about our inclusive school. However, if you still have questions or comments, please get in touch.

3. What is SEND?

A child has SEND if they have a learning difficulty or disability which requires special educational provision to be made for them. Some key terms explained:

- **Learning Difficulty**: when a child finds it harder to learn than most children do.
- **Disability** (that we need to make special provision for): something that hinders a child from using our school facilities.
- **Special provision**: is support that is extra or different to what is typically provided.

What is our shared vision?

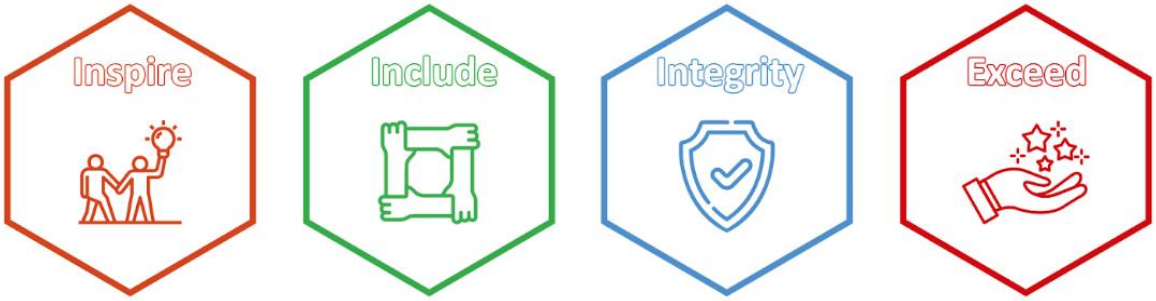
Our shared vision is:

'To equip young people with the knowledge, skills and mindset to thrive and then take on the world!'

For SEND, we strive to ensure that every learner:



What are our shared values and aims for children with SEND?



Our SEND values link directly to each aspect of our Trust values. However, this is mostly relevant for 'Include'. We are committed to achieving equitable, diverse and quality education for all pupils.

Our shared SEND aims are:

- We celebrate each pupil's strengths, interests and individuality.
- We have high expectations and aspirations for all children.
- The views, wishes and feelings of our children are central to all we do.
- We work positively and proactively with parents and others involved.
- All children are entitled to a broad and balanced education and to feel secure, safe and valued.
- All children are encouraged to participate in the life of our school.
- All our teachers are teachers of children with SEND.
- We recognise and value neurodiversity and understand that children learn, communicate and regulate in different ways.

4. What are the types of SEND?



The four categories of SEND

Schools follow the government guidelines in the SEND Code of Practice, where SEND is broken up into four categories:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia & dyscalculia;
- Focus, attention or memory difficulties.

2. Communication and Interaction (C&I), including:

- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).

3. Social, Emotional Mental Health (SEMH), including

- ADHD;
- Anxiety;
- Dysregulated behaviour.

4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.

Some children have more than one type of SEND.

We welcome children with all of the above types of SEND who have applied for a place via our normal admission process.

If a child has complex needs, we consider admissions on a case-by-case basis (through an Education Health and Care plan consultation). For more information on this, please contact our SENDCo.

5. Identification of SEND



How do we decide if a child has SEND?

We will assess the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than their class mates;
- A child making less progress than they did before;
- A child not closing the gap between them and their peers (despite any extra help we have been giving).

Sometimes, we ask outside experts to assess children and give us advice.

Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND we also consider, for example:

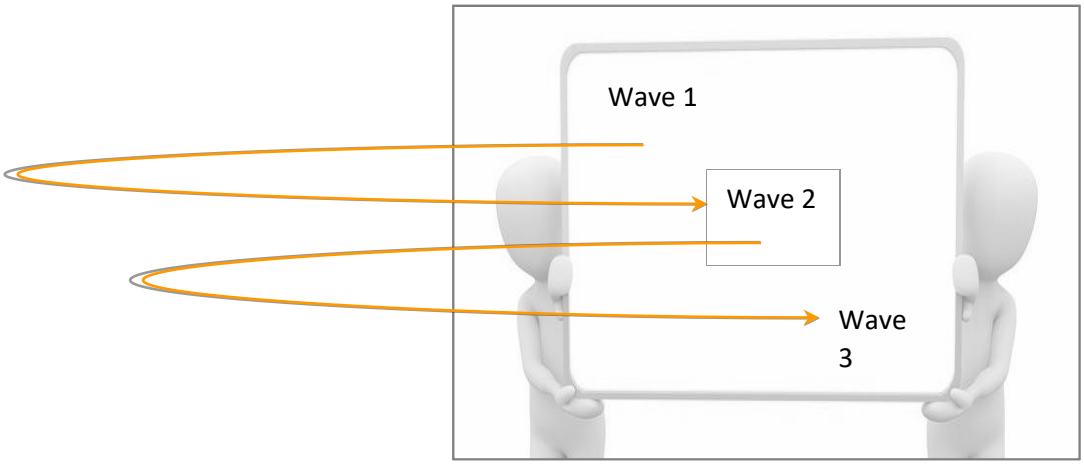
- Attendance
- Issues in that child's life (e.g. bereavement)
- Issues in school (e.g. friendships)

Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision.

A child does not have SEND just because English is not their first language (although they could have SEND as well).

Also, a child doesn't have SEND just because they were born in summer term (and so have had less time in school than their September born class mates).

6. How we meet children's needs



Overview

Child's SEND are varied. Not all Children with SEND need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.

We match the level of support to the child's level of need. This matching is called our **graduated response**.

The levels of support are often called ***waves*** of support.

Schools have three waves of support:

- **Wave 1 (Universal):** Support and opportunities that every child gets.
- **Wave 2 (Targeted):** Support and opportunities for children who need a little extra help.
- **Wave 3 (Specialist):** SEND support for children to meet their very individual needs.

7. How do we adapt the curriculum and learning environment

Class teachers remain responsible for the learning and progress of every child in their class. Teachers use assessment, knowledge of the child, advice from parents and professionals, and information contained within SEND plans to identify barriers to learning.

Support is organised through a graduated approach comprising Wave 1 (Universal), Wave 2 (Targeted) and Wave 3 (Specialist). Further examples of each level are provided below.

A child may receive support at more than one wave at the same time. Placement within a wave is based on the child's identified needs and the provision required, rather than on a diagnosis alone.

Adaptations are matched to the child's individual needs and may include changes to:

- teaching methods, explanations and questioning;
- the pace or amount of learning;
- resources, scaffolds and visual supports;
- how a child records or demonstrates their learning;

- seating, lighting, noise levels or classroom routines;
- communication approaches;
- sensory and movement opportunities;
- access to equipment or assistive technology.

Children with SEND continue to access a broad, balanced and ambitious curriculum. Adaptations and additional support are reviewed regularly to ensure they are helping the child to participate, learn, make progress and become increasingly independent.

Wave 1 (Universal) This is quality teaching led by the class teacher. It includes:
✔ Teachers who are ambitious for all their children. ✔ Well planned lessons that are differentiated (i.e. adjusted) to engage all children. ✔ Resources that help all children succeed (e.g. writing frames, number lines). ✔ Opportunities for children to practise and use their learning in different situations. ✔ Teachers assessing children to help them know when to move on and what to teach next. ✔ Behaviour and reward systems that motivate children.

Wave 2 (Targeted) This is for children who need extra support to catch up with their peers. It is often small group work, either in the classroom or elsewhere in school. For example:
✔ Booster classes for English or maths. ✔ Extra teaching assistant support in lessons. ✔ Extra phonics sessions in a small group. ✔ Social skills groups. ✔ Anger management groups.

Wave 3 (Specialist) This means personalised SEND interventions. This can include External Agencies. For example:
✔ Phonics support. ✔ Work to help fine motor skills (e.g. doing buttons, hand strength exercises). ✔ 1:1 speech therapy work. ✔ Social Stories. ✔ An individual positive behaviour programme. ✔ Physiotherapy work. ✔ Tweaks to the child's environment (e.g. a visual timetable, a calming area). ✔ Person-centered plans (e.g. SEN Support Plan)

The School keeps a record of our Wave 2 and Wave 3 SEND programmes. We call this our *Provision Map.*

8. Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review.*



Assess: We decide what the child's needs are.

Plan: We set targets and decide how we will support the child.

Do: Everyone follows the plans we've agreed.

Review: We look at how well the plans worked. We agree what to do next.

Each cycle takes **one school term** and there are **three** cycles per year.

Sometimes this timescale is shorter (e.g. we are working on an important safety target or because the child is very young and is changing quickly).

How do we assess and review progress?

Children's progress is assessed through teacher assessment, observations, work in books, intervention records, formal assessments where appropriate, and the views of the child and their parents. Progress is reviewed against the outcomes and SMART targets recorded in the child's Individual Support Plan or Education, Health and Care Plan.

At each review, we consider:

- what progress the child has made;
- whether the agreed support and adaptations have been delivered;
- whether the support has improved learning, participation, independence or wellbeing;
- the views of the child, parents and staff;
- whether provision should continue, change, increase or stop.

Parents are invited to take part in termly SEND reviews. Children are involved in a way that reflects their age, communication needs and level of understanding.

"I love coming to Hill Top because everyone helps me to learn, feel safe and believe in myself."

A year 3 pupil shares what they value most about being part of Hill Top Academy.

9. Targets for Children with SEND

SMART Targets

We set targets for children with SEND so that staff, parents and children know what we are all working towards. These targets are part of a child's Individual Support Plan (ISP).

We sometimes call these **SMART** targets. SMART targets are:

- ✔ **S**pecific: We say exactly what the next small step is for the student.
- ✔ **M**easurable: We say how we know if the student has met their target.
- ✔ **A**chievable: We have big ambitions, but each target must be achievable.
- ✔ **R**elevant: We link it to the student's needs or what they need to overcome.
- ✔ **T**ime bound: Targets are until the next stated review (normally 1 term).



How are Targets Specific?

Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (read, write, take turns etc).

Vague Words (We avoid these)	Specific Action Words (We use these)	Examples
Improve	Add	Jo will add numbers up to 6 using apparatus (e.g. cubes).
Continue	Read	Jo will read all Phase 4 tricky words.
Develop	Say	Jo will say sentences that include where or when something happened (e.g. "In the water, the shark hunted her lunch"; "The woodcutter ate his lunch when the sun was high").
Behave	Use	Jo will use calming strategies (e.g. blutack, weighted dog, time out) when he is anxious in class.

"When I feel worried or overwhelmed, I can go to the Thrive Room. The adults help me feel calm, safe and ready to learn again."

A child explains how the Thrive Room supports them at Hill Top Academy.

10. The Role of Parents

Teamwork with Parents and Families*

Parents are vital to the success of children with SEND:



- Parental knowledge helps us to get a shared view of a child's SEND.
- Parents tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly SEND Reviews so we can review their child's progress as a team.
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child's SEND (e.g. clinic reports).

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long term goals (we might refer to these goals as outcomes).

Excellent teamwork between us and parents is very important to us.

***** We use the word "parents" to mean anyone who has parental responsibility.

Co-Production

The word *co-production* means parents being a key part of planning SEND support and what's provided for SEND.

Co-production is really important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child's life.

Just as importantly, parents help us to improve our SEND support through our yearly parent survey, giving views on our latest SEND documents (parents of Children with SEND helped us to produce this document) and giving ideas for our next parent workshops.

We also gather pupil voice through discussions, surveys, one-page profiles and review meetings so that children can contribute to decisions about their support.

"Our iPads and chromebooks have safety settings, so we can learn and explore online without accessing things that are not suitable for us."

A Year 5 pupil explains how Hill Top Academy helps to keep children safe online.

Support for Parents

Pastoral Manager



Rebecca Bewick (Pastoral Manager) is part of our Inclusion Team. If you have concerns about a child's wellbeing, please contact her via our main office, phone or email.

We will provide a friendly face and a listening ear for parents. They can also put you in touch with lots of services that help families.

SENDIAS

SENDIAS is a service that provides independent advice and support for parents.

The service is free. They offer a range of help:

- Info on local groups and services
- Info on SEND laws
- Help to prepare for meetings
- Help to solve disagreements

When children get older (over 16), SENDIAS can also help them with all these issues.

How can parents access SENDIAS?

Parents don't need anyone to refer them to SENDIAS – they can simply get in touch:

- Tel: 01302 736 920
- Email: sendias@doncaster.gov.uk
- Web: www.doncaster.gov.uk/services/schools/sendias
- Facebook: www.facebook.com/DoncasterSENDIAS

The Local Offer

The Local Offer is a website that is written for parents and families. It is a guide to all schools and services in our local area. It is not possible to outline all the information here, but it includes:

- Schools
- Leisure activities
- Holiday activities
- Support services
- Health services (e.g. contact details for the speech and language therapists)



https://www.doncaster.gov.uk/services/schools/local-offer-send

Our staff, SENDIASS and the Local Offer can all help parents through the SEND maze

11. The Role of Children

The role of children is to **do their best and aim high** so that they **reach for the stars!**



It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress. Collecting child views may include:

- Asking or observing the child.
- The child completing a survey.
- The child self-assessing their behaviour targets.
- The child coming to their SEND review meeting.
- An annual survey of Children with SEND.

How we collect child views depends on the child's age and maturity.

Can a child with SEND join in trips, residentials and out of school clubs?

Yes – we make adjustments so that children who have SEND can join in all of school life.

Staff may need to talk to parents to plan adjustments. Or, if a parent is worried that their child might need adjustments to be successful, they can chat to the class teacher or SENDCo to discuss this.

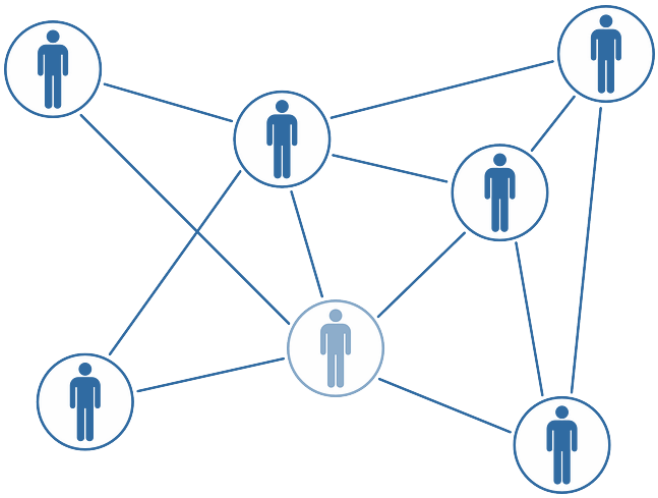
It is very rare that we have to make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing or both.

Reasonable adjustments are made in line with our duties under the Equality Act 2010 to ensure pupils with



disabilities can access activities and experiences alongside their peers wherever possible.

12. Our Team: Who's Who?



Our SENDCo is Mrs Roberts and Miss Hanson supports with Foundation Stage

As SENDCo, my role is best explained via my seven promises:

1	We will oversee all of the SEND work at our school.
2	We will work with our leadership team and SEND Governor to plan improvements to our SEND work.
3	We will work in partnership - that includes listening to the concerns of staff and parents.
4	We will ensure staff and parents have the right information, guidance and training on SEND.
5	We will offer time, practical support and solutions to SEND issues.
6	We will work with nurseries, child minders, parents and other schools to help successful transfer into and out of our academy.
7	We will engage external SEND support services for children who have more severe needs.

Our Principal is Mrs Clark

Mrs Clark sets high expectations of inclusion for all staff and pupils. She also:

- Leads and manages the whole academy, including managing the SENDCo.
- Monitors the quality of education, including our SEND provision.

More about our Team

What is the role of class teachers for SEND?



- Be responsible for the development for *every* child they teach.
  - Work closely with support staff to plan and review support.
  - Adjust lessons to make them accessible for every child.
  - Use assessments to help plan accessible lessons.
  - Follow advice from any support services.
  - Review each child's progress and plan the next steps.
  - Make reasonable adjustments to ensure pupils with disabilities can fully access learning and school life.

Every teacher is a teacher of SEND.

What do support staff (e.g. teaching assistants) do for Children with SEND?

Support staff, including teaching assistants, are a key part of our team. They:



- Provide a wide range of SEND support.
- Lead SEND sessions outside the class.
- Support children in classroom.

To help us do the best for every child, all staff can ask for any child's SEND plans.

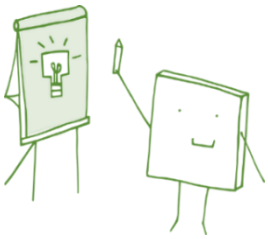
Our SEND Governor is Keith Binks. Their role is to:

- Monitor SEND in our academy, including our legal duties.
- Have an overview of long term plans for improving our SEND provision.
- Meet with the SENDCO at least twice a year and make sure our governors are kept up to date on SEND issues.

Staff and governors can be contacted via the main office.

How does our team develop their SEND Expertise?

Our team have lots of SEND expertise. However, it is important we keep refreshing and developing our skills. To train and develop our team, we use:

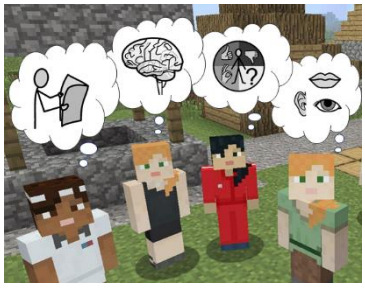


- Staff meeting and INSET day training
- Staff supporting each other
- Online courses and webinars
  - e.g. MindEd: www.minded.org.uk
- Online information
  - e.g. NASEN's *What Works:* sendgateway.org.uk/page/what-works

SEND Training is often led by the SENDCo, as our in house expert. We also use external trainers so that our staff can benefit from the best specialist expertise.

13. What training have our staff had?

We always want to learn more about SEND. Sometimes this is individuals attending a course to train on a specific strategy (e.g. Music Interaction). Sometimes it is whole staff training. Staff training is regularly reviewed in response to the needs of pupils in school, national guidance and emerging SEND priorities.



If you'd like to know more about any of our training, please contact the SENDCo.

In the last 3 years, staff have been trained on:

Learning

- ✔ Little Wandle Phonics
- ✔ Reading Plus
- ✔ Precision teaching
- ✔ Toe-by-Toe
- ✔ Dyslexia
- ✔ Stairway to Spelling
- ✔ 5 Minute Phonic Box
- ✔ 5 Minute Number Box
- ✔ Rapid reading / phonics
- ✔ Power of 2 Maths
- ✔ Times Tables Rock Stars
- ✔ Dream box Maths
- ✔ Third Space Learning
- ✔ Numbots

Social Skills and Language

- ✔ Autism
- ✔ Communication Champions
- ✔ Makaton
- ✔ Lego therapy
- ✔ ELKLAN and Welcomm (Early Language)
- ✔ Play for Purpose
- ✔ Comic strip conversations
- ✔ Social scripts

Wellbeing and Behaviour

- ✔ Anxiety
- ✔ Attachment
- ✔ Loss & Trauma
- ✔ Mental Health
- ✔ Team Teach
- ✔ Thrive
- ✔ Positive Regard

Other

- ✔ Sensory circuits
- ✔ Epilepsy awareness
- ✔ HI awareness
- ✔ Medical awareness

Staff care deeply about improving the life chances of pupils.

Ofsted

14. Can we access specialist help?

Some children have needs that are very specific or complex. We work with support services to meet such needs. We sometimes describe the support services as "**external agencies.**"

External Support Service include:	
Autism Team (also known as ASCETS) • 0753 645 5292 • das@doncastercarers.org.uk	**Children's Epilepsy Nurse** • 07917 232 005 • Cantley Health Centre, Goodison Blvd, Cantley, Doncaster DN4 6ED
Attendance & Pupil Welfare Service • 01302 736 504 • welfare.service@doncaster.gov.uk	**Child Mental Health Service (CAMHS)** • 0300 021 1219 • The Crystal Building, Weston Road Site, Balby, Doncaster. DN4 8QN
Behaviour Outreach Support Service (BOSS) • 01302 736 295 • lisa.green@doncaster.gov.uk	**Continence Service** • 0300 021 1566 • rdash.children-community-continence-service@nhs.net
Educational Psychology Service (EPS) • 01302 737 291 • educationpsychology@doncaster.gov.uk	**Health Visitors** • 0300 021 8997 (via the 'Single Point of Contact') • www.facebook.com/doncasterhealthvisitors • RDASH, Children's Care Group, Honeysuckle Lodge, Tickhill Road, Balby, Doncaster DN4 8QN
SEN Service • 01302 737 210 / 737 211 • sen@doncaster.gov.uk • SEN Team, Civic Office, Doncaster. DN1 3BU	**Occupational Therapy** • 01302 642 633 • Children's Therapy, Doncaster Royal Infirmary, Armthorpe Road, Doncaster. DN2 5LT
Service for Children with HI (SCHI) • 01302 734 838 • hiteam@doncaster.gov.uk	**Physiotherapy** • 01302 642 633 • dbth.paediatricsadmin@nhs.net • Children's Therapy, Doncaster Royal Infirmary, Armthorpe Road, Doncaster. DN2 5LT
Service for Children with VI (SCVI) • 01302 734 838 • localoffer@doncaster.gov.uk (please state FAO Amanda Bayley-Sunter in email subject)	**School Nursing Team (AKA Zone 5-19)** • 0300 021 8997 • rdash.doncasterchildrenscaregroup@nhs.net
Virtual School • 01302 737 880 • Jane.cresswell@doncaster.gov.uk • https://www.doncaster.gov.uk/services/schools/about-the-virtual-school-and-the-virtual-school-head	**Speech and Language Therapy Service** • 01302 642 633 • Child Development Centre, Doncaster Royal Infirmary, Armthorpe Road, Doncaster, DN2 5LT

For many children with SEND, school meets all their needs without needing to call on support services. This is because our staff have training and skills to adapt teaching to meet the needs of most children.

If we think extra advice from one of the SEND support services is needed, then we will discuss this with the child's parent first. The parent makes the final decision.

Support services advise teachers and/or the SENDCo. Teachers make sure advice is followed and the SENDCo monitors this.

15. When Children with SEND Join or Leave Us

The SENDCo develops excellent relationships with support services. This helps get expert advice as soon as possible for the pupils with most severe needs.

External SEND professional

(This is called transition)

Joining Us

- We talk to the child's parent and any current nursery, school or childcare setting to find out about the child's needs.
- We provide a transition booklet.
- The child visits school and gets to meet the adults in their new class.
- The child can have extra visits if needed.
- The child's new class teacher, working in a team with the SENDCo, will organise this. It applies to children joining our Foundation Stage, but also children joining older classes (Y1 to Y6).

Supporting Emotional Wellbeing and Attendance

We recognise that some children may experience anxiety or emotionally based school avoidance (EBSA), which can affect attendance and wellbeing.

In partnership with families, we use a graduated and supportive approach which may include:

- pastoral support;
- adapted timetables;
- safe spaces;
- transition support;
- emotional regulation strategies;
- involvement from external services where appropriate.

We follow the Department for Education guidance: Working Together to Improve School Attendance.

Leaving Us

- We link with the next school to share SEND information. This is normally a secondary school, but we also do this if a child moves before the end of Y6 (for example, because of a house move or a move to a special school).

- Transfer to secondary school is normally led by the secondary school. You can find more about how they approach this in their SEND Information Report.
- However, we often support children having extra visits or talk to children about any worries relating to the move to a new school. We also invite the SENDCo of child's chosen secondary school to our Y6 summer SEND reviews.

Transition between Year Groups

- Teachers pass on SEND information to the new teacher and the child gets to visit their new class before the end of the summer term.
- If needed, extra visits to the new class or transition booklets are provided to help children with SEND have a smooth transition to their new teacher and their new class.

16. Our Buildings and Equipment

Our Building

Our academy is a single building, with a central quad area which gives a sunny and welcoming feel to the whole school.

Most of school is on the ground floor and so has level access or accessible by a small ramp or a lift. There are some steps (e.g. to playground, but there are alternate routes that can be used) We have accessible toilets and changing facilities.

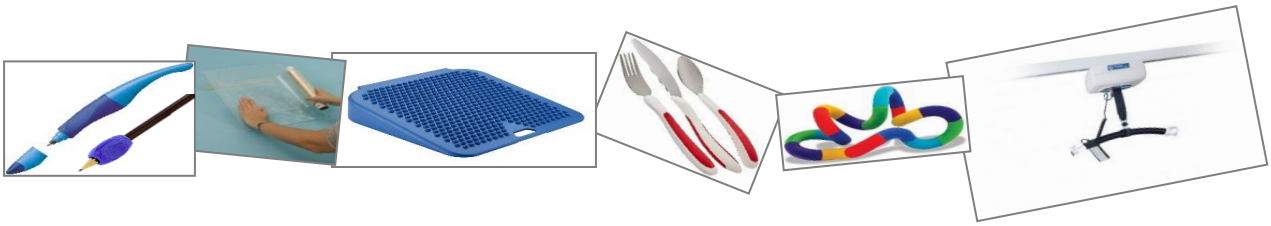
Our playgrounds have plenty as space for developing play, fitness and friendships. Fences and an intercom on our main entrance help to keep children safe.

Foundation Stage is modern extension for up to 60 children so can be a busy environment. However, we make great use of the outside area to give children chance to spread out and develop both their play and learning.

"K had a non-broken poppy wrist band and J had a broken one. K gave his non broken one to J so that he had a non-broken one."

Y4 talks about a small act of kindness at Hill Top.

Extra Equipment for SEND



Some students need extra items to help them be successful at school. Most of these are not expensive and we buy them from our SEND budget.

From time to time, equipment costs much more than this (e.g. hoists, hearing aid loops). If so, we might ask for outside funding from the local council's SEND Team.

We do not ask parents to pay for essential SEND items from their own money.

17. Children who are looked after and have SEND

The school's Designated Teacher for looked-after and previously looked-after children works closely with the SENDCo to ensure that children who are looked after and have SEND receive coordinated and effective support.

The Designated Teacher and SENDCo work with the child, their carers, social worker, Virtual School and other professionals involved. They ensure that:

- SEND is identified and supported promptly;
- appropriate **Wave 1 (Universal), Wave 2 (Targeted) and Wave 3 (Specialist)** provision is considered according to the child's individual needs;
- the child's Personal Education Plan, Individual Support Plan and Education, Health and Care Plan, where applicable, complement one another;
- educational, emotional, social and safeguarding needs are considered together;
- appropriate curriculum adaptations and interventions are provided;
- Pupil Premium Plus funding is used to support identified needs where appropriate;
- the child's views are gathered and reflected in planning;
- progress, attendance, wellbeing and participation are regularly reviewed;
- information is shared sensitively and only with those who need it;
- additional support is provided during changes of placement, class or school.

The Designated Teacher monitors the educational progress of looked-after children, while the SENDCo oversees the identification, planning and review of their special educational provision. Any concerns about provision or progress are discussed promptly with carers, the social worker and the Virtual School.

18. Your Questions Answered

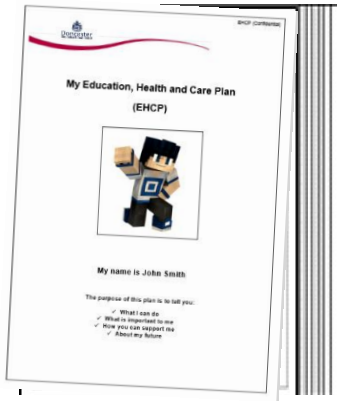
1. Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

We know that families often want diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a child.

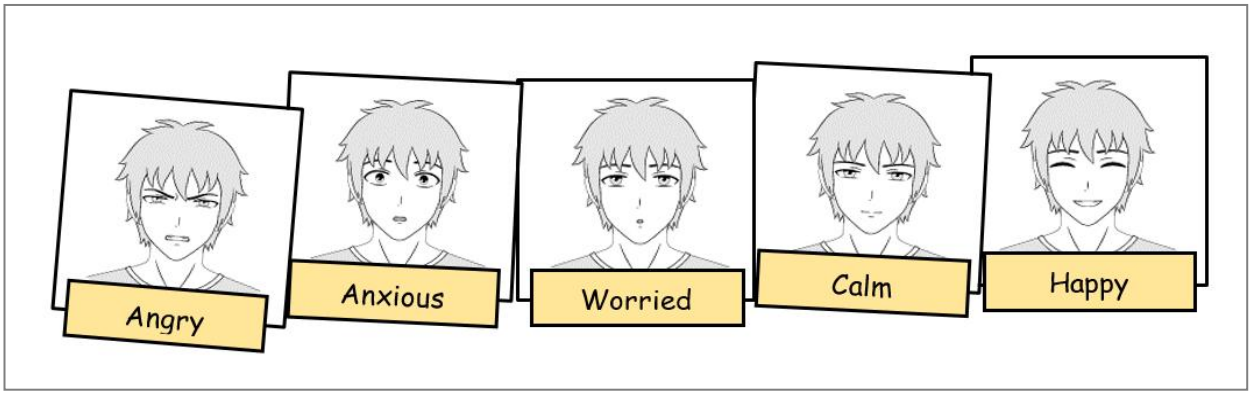
2. What is an EHCP?

EHCP is short for *Education, Health and Care Plan.* This is like a contract between a local council, school and parents.



Most children's SEND can be met without an EHCP - we use our SEND funding to do this. A small number of children with more complex SEND have an EHCP (about 2% of all children). Some of these children are in special schools and some are in mainstream schools.

More information on EHCPs can be found on the Local Offer website or parents and staff can talk to our friendly SENDCo for a chat.



3. Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of a death of a family member or loved pet).

If a child is distressed this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.

Some experiences can lead to longer term emotional issues. If so, it might be that the difficulties do get assessed a SEND.

Your Questions Answered (continued)

4. What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential. Every child is treated as an individual.

We use the Thrive programme to support our children with SEMH. Children are initially assessed by a Thrive trained colleague and their teacher. This is then used to set targets and strategies to support the child's specific needs. This is shared with parents so that the strategies can also be used at home.

If a child is exhibiting challenging behaviour we try to find the causes and then adapt so we can alleviate the behaviour.

If needed, we work with parents to identify needs of the family as a whole. This may involve forming a team around the child (TAC). This means we can look at the bigger picture for the child and get even better progress. It can also help us to agree referrals to get extra support for both child and their family.

We also have:

- Class circle time.
- School assemblies about emotions and feelings.
- Posters tell children who they can talk to if worried (our safeguarding team).
- Clear systems for managing behaviour.
- Staff who offer pastoral support.

We recognise that children with SEND may experience additional barriers to friendships, communication, emotional regulation, confidence and belonging. Support is matched to individual need and may be provided through **Wave 1 (Universal), Wave 2 (Targeted) or Wave 3 (Specialist)** provision.

Support may include:

- access to a named trusted adult;
- pastoral check-ins;
- Thrive assessment and support;
- emotional regulation plans and safe spaces;
- social communication or friendship groups;
- support during unstructured times, such as playtimes and lunchtimes;
- individual transition support;
- involvement from external services where appropriate.

Children are encouraged to share their views through conversations, one-page profiles, Individual Support Plan reviews, surveys, worry boxes and meetings with trusted adults. Where a child communicates without spoken

language, staff use observation, visuals and other appropriate communication methods to understand their views.

Preventing and responding to bullying

Bullying, including bullying related to disability or SEND, is not tolerated. Staff teach children about respectful relationships, difference and inclusion through the curriculum, assemblies and everyday school life.

We take additional steps to protect children who may be more vulnerable to bullying. These may include increased adult supervision, support with friendships, identified safe adults and places, and individual risk-management arrangements.

Concerns are recorded, investigated and responded to in line with the school's Anti-Bullying and Behaviour Policies. Parents are informed and support is provided to the child. We continue to check that the actions taken have been effective and that the child feels safe.

5. Why don't we include autism as a sensory need on the SEND paperwork?

Every school has to follow the government's SEND handbook. This is called the SEND Code of Practice. It tells us what categories of SEND we are allowed to use and what each category means.

The government's category "Physical / Sensory Needs" includes three specific sensory needs:



- Visual impairment – Loss of some or all of their sight; Hearing impairment – Loss of some or all of their hearing;
- Multisensory impairment – Loss of some or all of both their hearing and sight.

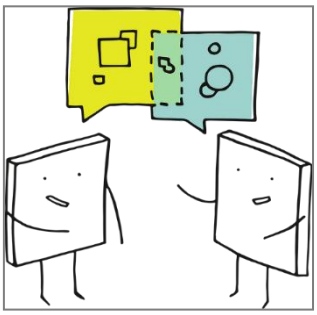
Each of these sensory needs refers to the loss of sight and/or hearing.

Children with autism (or sometimes ADHD) can also have sensory needs but they have not lost the use of their senses. It's more that they might be over or under-sensitive to sights, smells or sounds etc.

While we can't put autistic needs into the sensory needs category, it doesn't make a difference to the support that the child receives.

Other Information

19. Complaints about SEND



We hope that every child with SEND thrives.

If a parent has concerns or complaints, first of all, please speak to your class teacher, SENDCo or the principal.

If parents have a complaint, our complaints policy is on our website.

Exclusions

We reduce the risk of exclusions by making adjustments to help everyone fully access life in school. However, you can find out more about exclusions in our Behaviour Policy**.** This is on the policies page of our website: https://www.hilltopacademy.co.uk/

20. Where to find more SEND Information



Visit our website https://www.hilltopacademy.co.uk/ to read our other policies that link to SEND, including our:

- Accessibility plan: Our three year plan to be an even more inclusive school.
- Behaviour Policy: Rewards, rules, sanctions and much more.
- SEND Policy.

If you need paper versions, please ask the school office

Want to read more?

Our SEND provision is delivered in accordance with current legislation and statutory guidance, including:

1. **SEND Code of Practice:** The Special Educational Needs and Disability Code of Practice: 0–25 years (2015), which provides statutory guidance on identifying, assessing and meeting the needs of children and young people with SEND. You can find it here.
2. **Equality Act:** The Equality Act 2010, which requires schools to make reasonable adjustments for disabled pupils and to ensure they are not disadvantaged or discriminated against. Find out more here.
3. **The Children & Families Act:** The Children and Families Act 2014, which sets out the legal framework for supporting children and young people with Special Educational Needs and Disabilities (SEND). You can find it here.

At Hill Top Academy, we are committed to ensuring that all pupils with SEND can access a broad, balanced and ambitious curriculum and participate fully in all aspects of school life.

Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. **The DfE say that these can be a single document.**

Evaluating our SEND Policy

We have five key ways to check how well our SEND policy is working:

- Monitoring the progress children have made.
- Monitoring how well children with SEND meet their SMART targets.
- Regular reviews of interventions with teachers and support staff.
- Our leadership team visit classrooms to observe and look through books.
- Asking and listening to the views of parents, families and children.

Our SENDCo and leadership team are in charge of evaluating our SEND policy.

21. Reviewing this policy

We review this policy every 12 months. If we need to update anything before the end of 12 months, we will. Our SENDCo is in charge of any review. Then, our governors discuss and approve it.

We welcome questions and comments – please get in touch with our SENDCo.

We hope you found this SEND document helpful. Thank you for reading.