


SEN Information report

What types of SEN do we provide for?	We provide for a wide range of special educational needs, currently including Attention Deficit Hyperactivity Disorder, (ADHD), Autistic Spectrum Conditions, (ASC), sensory needs (including visual and hearing impairment), social, emotional and mental health needs, physical disabilities, speech and language difficulties, dyslexia, and attachment disorders. The main area of SEND in our current cohort is ASC and / or dyslexia.
How do we identify and assess pupils with SEN?	We identify pupils with SEND through a range of different measures. They include: on-going observations completed by school staff and shared with the Inclusion Manager through our pupil awareness system; consultations with parents where knowledge about their child is shared; half termly progress meetings where an analysis of each individual's attainment and progress is completed and an action plan put in place where necessary; external agency reports when such agencies are involved, monthly panel meetings, where any concerns about pupils can be raised and results of standardised tests completed in class which are monitored and analysed. Assessment is carried out through range of assessment tools, and all pupil progress is carefully tracked and monitored. Specific targets are then set in relation to individual needs and these are then regularly reviewed.
Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?	Inclusion Manager / SENCO: Tracy Clarke – inclusion@hillside.wokingham.sch.uk
What is our approach to teaching pupils with SEN?	We are guided by the SEND code of Practice 2014, and our school values reflect our belief that every child has the right to reach their full potential. We ensure that children with SEND are supported in their learning so that they make good progress, gain independence and resilience, and that their self-esteem is nurtured. By ensuring that support is tailored specifically to their needs, is planned and carried out in a consistent way and is inclusive, we are confident that our pupils with SEND become self-assured, enthusiastic learners who gain a huge range of experience throughout their time at school.
How do we adapt the curriculum and learning environment?	All children at Hillside are exposed to a wide-ranging curriculum, where teaching is tailored to the needs of the children and is planned to cater for the range of abilities in the class. Hillside is built on one level and all areas are accessible for wheelchair users. There is a disabled parking space closest to the front door and a drop-down kerb. The school has been built with accessibility in

	<p>mind for both children and adults. Where modifications are required the school will aim to plan for these.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Children with SEND are surrounded by an experienced team of support staff throughout the school, and if necessary will be supported by an adult both in the classroom and while in the wider school environment. Tasks and activities will be differentiated and scaffolded to an appropriate level, and school trips, plays and events are always adapted to ensure that all children can access a full range of opportunities that the school offers.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents of children with complex special needs have regular meetings and contact with the SEND team whenever needed. Parents are able to make an appointment with the Inclusion Manager during the school day. Parents are informed about the provision made for their child and are kept updated about progress and attainment through reports and updates from the class teacher.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupils with SEND and disabilities are represented in all areas of school life. They are always consulted about their views and asked how they think they can be supported best.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Half termly progress meetings identify areas of progress and areas of concern, which are then targeted closely by the class teacher with support from the Inclusion Manager. Individual Learning and Provision Plans (ILPPs) or Pupil Profiles (PPs) are kept for pupils with high or complex needs and these are reviewed half termly by the SEND team with teaching staff. All pupils with SEND have clear targets which are worked towards through a combination of targeted classroom support and more specific interventions. Progress is monitored closely, and evaluated regularly to ensure that pupils are working towards their targets successfully.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>We communicate effectively with our feeder nurseries and preschools to ensure that important information about SEND pupils is passed on. This enables us to plan support for children prior to their arrival at the school. We also work very closely with receiving secondary schools to ensure that information is shared and children are successful in their transfer. We can arrange visits to receiving schools if needed, and will support parents in speaking to the secondary school's SENCO. All receiving</p>

	<p>schools visit Hillside during the summer term and extra visits can be arranged if necessary. Pupils moving through year groups at Hillside receive carefully catered and well-structured support with their transition each year.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>We ensure that alongside traditional curriculum subjects, we develop social and communication skills through our PSHE programme and provide life skills sessions in the Orchard, our outside learning environment. We make sure that these areas of learning are accessible to our pupils with SEN and disabilities and make adjustments to the teaching whenever necessary.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>At Hillside we ensure that we support our learners with SEND to gain independence, develop self-esteem and build strong relationships. We have developed a strong nurturing environment, and support children with their social skills as well as their academic skills through a range of interventions and support programmes to equip them for the next stage in their education and on into adulthood.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>All of our teachers are committed to providing the right level of support for each and every child. Quality first teaching is at the heart of our school, and every teacher works hard to ensure that they provide effective provision for all pupils. All of our teachers have experience of teaching children with a wide variety of SEND, and they are able to call on the support of the SEND team for more guidance whenever necessary.</p> <p>Our support staff also have extensive experience of working with children with SEND, and we have specialists trained in speech and language, occupational therapy, hand massage and nurture. CPD opportunities are provided so that staff are able to continue their work in supporting our pupils.</p>
<p>How will we secure specialist expertise?</p>	<p>We are lucky that we are supported by a range of specialist services, which is accessed through the Request for Service (Educational Psychology Service and Learning Support Services); the CYPIT toolkit (speech and language, physio therapy and occupational therapy); Foundry College for behaviour; MARF (the Autism team, Children's Services). Requests for external support are decided by the SEND team in consultation with parents and other professionals.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Equipment and resources are provided from within the school's budget in line with the Local Education Authority procedures and guidance. If resources or facilities from external providers are needed they will be applied for by the SEND team.</p>

<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Regular school planning meetings between the Educational Psychology Service, Foundry College and the Learning Support Service and the SEND team help to advise and formulate our provision for pupils with SEND. Meetings with the Sensory Consortium or speech and language service and the SEND team are held regularly to ensure that the provision in place is the correct level, and parents are invited to meet with specialists involved in working with their child. The support provided is regularly monitored and evaluated. If some cases, joint agency meetings with outside specialists, school staff, and parents or carers can be arranged to help devise a specialised package of support for the whole family.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The attainment and progress of all pupils with SEND is closely monitored and tracked by the class teacher, phase leaders and SEND team. Pupils' progress towards their personal targets is one indicator of the effectiveness of the provision and support and is updated regularly as part of the "assess, plan, do, review" model of SEND provision.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Should you have any concerns that have not been resolved by speaking to the class teacher, please contact the Inclusion Manager (Mrs Clarke). If you still have concerns, please contact the Head Teacher. A copy of our complaint policy can be found on our website.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>The first person to speak to is the class teacher as they know your child the best. They can access support from the SEND team if needed. Alternatively, you can contact the SEND team directly at inclusion@hillside.wokingham.sch.uk</p>
<p>What support services are available to parents?</p>	<p>Advice is freely available to parents through SENDIASS - Special Educational Needs Information, Advice and Support Service: SENDIASS Manager Telephone: 0118 908 8233 Email sendiass@wokingham.gov.uk</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>The local authority's local offer can be found at the following address: http://www.wokingham.gov.uk/our-local-offer-for-children-and-young-people-with-additional-needs/</p> <p>The school's local offer can be found on the school website: http://www.hillside.wokingham.sch.uk/prospectus-1/local-offer</p>



The school updates its local offer annually and contributes to the LEA local offer annually. Any queries about the school's local offer should be directed to a member of the SEND team.
