

## SEND Information Report 2023-2024

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- |   |                                  |
|---|----------------------------------|
| 1. Communication and Interaction                    | 2. Cognition and Learning        |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

<b>General School Details:</b>	
School Name:	Hill View Primary
School website address:	<a href="http://www.hillview.halton.sch.uk">www.hillview.halton.sch.uk</a>
Type of school:	Primary
Description of school:	Community
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	176
% of children at the school with SEND:	17%
Date of last Ofsted:	3.7.23
Awards that the school holds:	Healthy Schools Stonewall Champions Global School Alliance Member Music Mark Five Ways to Wellbeing School Mental Health Award – Bronze
Accessibility information about the school:	The school is wheelchair accessible with two disabled toilets. All equipment can be and will be adapted to suit the needs of the children as and when required.
Please provide a web link to your school's Accessibility Strategy	Available on the school website <a href="http://www.hillview.halton.sch.uk">www.hillview.halton.sch.uk</a>
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	All staff have relevant training, and training is provided where necessary. Whole school training on metacognition organised through 'Thinking Matters' is programmed for this academic year. We have a Wellcomm champion in school who is trained to undertake the Wellcomm screening. High quality therapeutic intervention is available. Three members of staff are trained in Mental Health First Aid.

	All staff have undertaken an introduction to Adverse Childhood Experiences funded by the Home Office Early Intervention		
Documentation available:	Are the following documents available on the schools website?  If yes please insert the link to the documents page.	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

<b>Range of Provision and inclusion information:</b>	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<p>At Hill View Primary School children are identified as having SEN through a variety of ways including the following:</p> <ul style="list-style-type: none"> <li>• Liaison with Nursery / previous school</li> <li>• Children performing below age related expectations</li> <li>• Concerns raised by Parents</li> <li>• Concerns raised by teacher for example behaviour or self-esteem is affecting performance</li> <li>• Liaison with external agencies i.e. Education Psychologist</li> <li>• Health diagnosis through paediatrician Parents are contacted regularly.</li> </ul> <p>Parents and pupils are involved in regular planning meeting for the identified children. Here, learning plans are designed and reviewed, plan-do-review meetings are organised. All involved are encouraged to voice their opinions and views and these are captured in the regular meetings</p>
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, paediatricians, speech and language therapists; social services including – Locality Teams, social workers and Educational Psychologists
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	All equipment, resources and facilities are wheelchair accessible. ICT resources are moveable and are taken to and from the classroom. Resources are managed by subject leaders who liaise with the Inclusion Manager regarding adaptations or further resources required to meet individual needs.
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	Link meetings are regularly held with Speech and Language and staff are trained in the delivery of

	<p>specific programmes. School will seek further information or outreach facilities where necessary. School has purchased a range of resources to meet individual needs.</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Link meetings are regularly held with Speech and Language and staff are trained in the delivery of specific programmes. School has purchased a range of resources to meet individual needs. School works closely with Talk Halton and we have a Wellcomm Champion who can screen and give advices on Speech and Language needs.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>All classes have a daily literacy lesson that incorporates work on grammar, punctuation and spelling. There is a strong focus on phonics for EYFS and KS1 classes and any children who may still need this. Phonics teaching sessions are taught using the RWInc programme, with small groups or individuals receiving additional phonics intervention when required. Children are also part of a guided reading group session at least once a week. Class teachers manage their time, and the time of teaching assistants to deliver interventions when needed. School has employed an <b>Academic Mentor</b> to work with children who display needs in Reading.</p>
<p>Strategies to support the development of numeracy.</p>	<p>All classes have daily maths lessons. The focus is on calculations, fluency and reasoning skills. Reception and KS1 follow the <b>Mastering Number</b> programme. The curriculum develops fluency, accuracy and reasoning both in maths lessons and across the curriculum. Class teachers manage their time, and the time of teaching assistants to deliver interventions when needed</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>The priority at Hill View is quality first teaching for all pupils regardless of ability or need. Class teachers use adaptive teaching methods appropriately and will arrange for intervention for individuals or groups to be delivered by themselves, or the class teaching assistant. Additional intervention is arranged by the Inclusion manager with the involvement of outside agencies or following programmes familiar to school. Children with a SEND plan will have the curriculum adapted according to their need. We also have an emphasis on emotional well-being and deliver programmes to develop this.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>All children are assessed termly, and phonics is assessed half termly. Individual pupils and vulnerable groups are discussed at pupil progress meetings with the head teacher and inclusion manager. Interventions are regularly reviewed. Children with a SEND Support plan will have specific targets that are discussed with parents at parents'</p>

	meetings. When it becomes apparent that school based interventions are not sufficient to meet the needs of an individual, then the inclusion manager will refer to outside agencies for further intervention or assessment.
Strategies/support to develop independent learning.	Hill View School plans an enquiry-based curriculum, the design of the curriculum and the way the activities are delivered encourage independent learning. Hill View School is committed to developing learners' resilience to further develop independent learning. All staff are undergoing training in how to develop the metacognition skills of pupils.
Support /supervision at unstructured times of the day including personal care arrangements.	Hill View School meets all requirements for supervision at unstructured times of the day. Where personal care is required, school staff follow the guidelines in the Working Together to Safeguard Pupils' document and a child will have an Intimate Care Plan.
Extended school provision available; before and after school, holidays etc.	School provides a breakfast club from 7.30am and after school provision is run by a private provider until 5.30pm
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	Children are supported in activities outside the classroom by ensuring there are enough adults to supervise trips, etc. All children are invited to attend all activities outside the classroom, regardless of need.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	Specific work undertaken around emotional well – being including access to a ELSA trained staff. Children are encouraged to be aware of their wellbeing through daily check in boards in all classrooms. School has a strong ethos around wellbeing and mental health and holds the Bronze School Mental Health Award. A robust anti-bullying policy and ethos through school.
What strategies can be put in place to support behaviour management?	School employs a positive behaviour system encouraging good behaviour from all pupils. However, if the need arises, staff will write individual behaviour plans; individual timetables and will employ individual workstations. Parents are kept fully informed when these strategies are required.
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	At Hill View we have a good transition package for the children as they enter EYFS. The EYFS Teacher meets with parents and then visits pupils in their pre-school settings; liaising closely with the staff there. Where required a transitional plan will be put in place. The EYFS children also undertake visits to school in the summer term. As children leave Hill View, we liaise closely with the range of secondary

	schools that our pupils transfer to. The Year 6 teacher and the inclusion manager will pass relevant details to the secondary school and will arrange additional transition activities if required.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	Referrals made to outside agencies where appropriate. Or in some instances, another professional may already be involved with a child. The support plans are shared with school and these are implemented with staff trained appropriately. Other agencies may provide reports / programmes to follow. This includes recommendations from an Educational Psychologist and the SEND specialist teachers in Halton.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	Children's views are captured regularly through 'wishes and feelings work' and through well-being journals. Parents are invited to attend parents' meetings to discuss targets and progress. Where appropriate parents are signposted to other agencies or support groups.
How additional funding for SEND is used within the school with individual pupils.	Funding is used mainly to ensure support staff are deployed to meet the needs of individuals or groups. In addition: staff training to meet the children's needs; purchasing resources.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	See school website for Pupil Premium funding. <a href="https://hillview.halton.sch.uk/">https://hillview.halton.sch.uk/</a>
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<b>ANNUAL REVIEW 2023-2024</b>	
<b>Completed by: <u>Clare Oakes</u> Date: <b>October 2023</b></b>	