



Anston Hillcrest Primary School

Special Educational Needs and Disability (SEND)

Information Report

January 2023

Anston Hillcrest SEND Information Report

Address	Hawthorne Avenue, South Anston, S25 5GR
Telephone	01909 550022
email	
website	https://www.anstonhillcrestprimary.co.uk/
Age group	3-11
Numbers on roll	
Numbers on SEN register	32
Numbers with EHCP	16 (10 S&L resource)
SENDCO	Zoe Hirst
SEND Governor	Gail Foster
Link to SEND policy	https://www.jmat.org.uk/policies
Link to local offer	https://www.rotherhamsendlocaloffer.org.uk/



Mrs Z Hirst – SENDCO



Mrs Gail Foster – SEND Governor

All Rotherham schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities. We are supported by the LA and academy trust to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What are Special Educational Needs?

A child has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age. Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily.

A few children will need extra help for some or all of their time in school. So special educational needs could mean that a child has

- learning difficulties – in acquiring basic skills in school
- emotional and behavioural difficulties
- making friends or relating to adults or behaving properly in school
- specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways in which they learn best. Teachers take account of this in the way they organise their lessons and teach. Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed. You should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs as this may not be the case. If your child has more difficulties than most children their age, with aspects of their learning, communication or behaviour, then they are likely to benefit from additional support in school which will enable them to access the curriculum at their level. Within school, this means that they will be identified on the school's Inclusion Register so that provision to meet their needs can be planned for.

Sometimes parents/carers are concerned about their child being added to this register; please do not be. It is simply a record of which children require additional support and allows the Special Educational Needs Co-ordinator to ensure that resources are allocated appropriately and to enable support to be sought for your child from additional outside agencies, such as a Learning Support Teacher, Speech & Language Therapist or Educational Psychologist. As children progress, they may be taken off of the register at a point when their needs no longer require additional support. Children are not seen as having a learning difficulty because they speak a different language at home to that used at school.

What is a disability?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities. Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

What kinds of SEND do we provide for?

There are four broad categories of SEND:

- Communication and interaction (such as autism spectrum and speech and language difficulties)
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)

- Social, emotional and mental health (such as attachment disorders, emotional difficulties, mental health difficulties)
- Physical and sensory (such as hearing or vision impaired)

Anston Hillcrest Primary School is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties, emotional, behavioural and social difficulties, physical difficulties, sensory impairments, speech, language and communication difficulties, autistic spectrum disorder, medical difficulties and other difficulties or disabilities. All of the teachers in our school are teachers of children with special educational needs. Subsequently we adopt a 'whole school approach' involving all staff adhering to a model of quality teaching and learning for all children. The staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial and held in high regard throughout school.

This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods only when specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.

What is the Local Offer?

The LA Local Offer:

The Children and Families Bill was enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'SEND Information Report'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School Local Offer:

This utilises the LA Local Offer to meet the needs of SEND pupils. It outlines our SEND Policy and the provision that we are able to provide for our SEND children at Anston Hillcrest.

How do we identify and assess the needs of pupils with SEND?

Children with SEND are identified by one of three assessment routes all of which are part of the graduated response to assessing, identifying and providing for pupils' special educational needs:

1. The progress of every child is monitored at regular pupil progress meetings against nationally set criteria. Where children are identified as not making progress, in spite of quality first teaching, they are discussed with the SENDCo and parents and a plan of action is agreed with the teacher.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers.

If a child fails to make expected progress, the next stage would be to move to the use of school intervention and / or outside agency involvement for the identification, assessment and recording of children's learning difficulties.

This will result in the child being placed on the school's Inclusion Register at SEND Support. The SENDCo and / or outside agency may need to undertake a range of observations and/or assessments with the child. These will help school in deciding what support to put in place for the child. Targets will then be discussed with parents and teacher and then put in place for the child. Although school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. School can refer to

some professionals such as Child and Adolescent Mental Health Service but in some cases parents may be advised to contact their GP if they think their child may have an underlying medical condition or disability.

What is our approach to teaching pupils with SEND and how do we evaluate the effectiveness of the provision?

Class teachers have responsibility for enabling all pupils to learn.

To achieve this they:

- Plan appropriate work/activities for pupils
- Ensure support is available for all children (inclusive quality first teaching)
- Differentiate the curriculum to take account of different learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who need additional support or different support in order to make progress
- Set targets and discuss these with parents and pupils

We believe that all children learn best with the rest of their class.

Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

Teaching assistants have responsibility to support teachers in enabling all children to learn:

- Through quality first teaching, supporting the teachers in enabling all children to have full participation - Enabling children with SEND to have access to an appropriate curriculum
- Encouraging and promoting independence o Liaising with the class teacher o Help to prepare resources and adapt materials
- Leading interventions to close the gap for children experiencing difficulty
- Promoting the inclusion of all children in all aspects of school life When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

Anston Hillcrest has a range of interventions available which are listed on a provision map. Intervention is additional to or different from the usual differentiated curriculum. It can take the form of

- Using different learning materials in the classroom
- Making reasonable adjustments to the physical environment
- Support staff in the classroom
- A focused level of support in a small group
- Focussed work to be completed at home

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo who monitors overall progress after the intervention.

- Interventions are usually planned termly
- At the end of each term, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. Review meetings are held for each child throughout the school year where teachers, parents, SENDCo and external agencies can identify what is working well for a child. Most children will have a review meeting towards the end of each term but some children may need these more or less frequently.

What adaptations are made to the curriculum and the learning environment for pupils with SEND?

Anston Hillcrest aims to be a wheelchair friendly school. The school is on one level. The corridors are wide and there are two toilets suitable for wheelchair users, one in each building. Where possible, changes are made to the environment/building when necessary for children with additional needs. Our classrooms are inclusion-friendly and teachers are encouraged to teach in a way that supports children with a range of needs. We take advice from professionals in how to adapt our curriculum and learning environment for children with SEND. Being taught in the classroom enables them to access the full curriculum at their level through differentiation, supporting their learning alongside the class teacher and with the rest of the class, and by using a range of visual, tactile and concrete resources. Sometimes children benefit from individual and/or small group work to address specific skills to enable them to access the curriculum more fully. This happens outside of the classroom in one of our rooms where it is quieter and less distracting. All children are encouraged to talk about how they feel about their learning and their progress and are encouraged to 'have a go' and to take charge of their own learning. There are flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. When required, curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have learning difficulties.

Who might be involved in supporting my child? How is professional expertise secured?

Teachers and Teaching Assistants (TAs) Our team of TAs work within class supporting all children. This extra support in class enables us to offer small group support to those children with higher levels of need at School Support. This support can be either through the Teaching Assistant or the class teacher. Where it is required some children receive 1:1 support either in class or for short periods of time out of class. Intervention groups include a wide range of intervention programmes including social skills and language groups, programmes for supporting reading, writing and maths development, handwriting programmes and fine and gross motor skills groups.

What expertise and training do staff have, in meeting pupils' SEND and supporting their families?

All teachers are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. All of our staff are given training in school on specific themes and access courses when needed. Some of our teachers and TAs have expertise and training in other areas e.g. understanding and working with children with autism, downs syndrome, speech and language. Where a specific intervention is required for a child, training is sought. The school buys services such as the Fusion SEND support, Educational Psychology and Speech and Language Service and professionals from these services help support staff through training and advice. The school's SENDCo holds a Post Graduate Certificate in Special Educational Needs Coordination. Our school is committed to providing outstanding early help for our children and families.

How do we ensure equal access to activities for all of our pupils?

All children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips and residential are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip or residential because of SEN, disability or medical needs.

What support is available for improving pupils' emotional and social development?

All classes in school follow a scheme of work for Personal Social and Emotional education. If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills interventions. These are usually delivered by our trained HLTA, Tanya Moore who develops good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school. All groups including SEND are represented in school councils.

How do we involve families with their child's additional education needs?

Parents are always welcomed into the school and are a highly valued group of people. We have good and informative relationships with all of our parents and recognise the value of parent's knowledge of their children and will seek to use that information in planning support for pupils. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. For children on the SEND register review meetings are held with parents, class teacher, SENDCo and sometimes external agencies throughout the school year and usually termly. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time. Throughout all stages of support, as parents/carers, you are kept informed. The SENDCo will contact you to discuss referrals to outside agencies, such as the Speech & Language Therapy, Educational Psychology etc. and your permission is always sought before any referral is made. Please discuss any concerns that you may have about your child's progress initially with the Class Teacher, although you can also make an appointment to meet with the SENDCo directly.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) formally known as Parent Partnership is available to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact them for independent support and advice.

Click here to visit their website. <http://www.rotherhamsendiass.org.uk/>

What arrangements are in place for consulting pupils with SEND and involving them in their learning?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with children and their families to set appropriate learning goals. We seek to ascertain the child's strengths, difficulties, preferred learning styles and aspirations. Pupil's voices /opinions are heard through children completing termly self-evaluation forms and being part of the termly review meeting. When appropriate some pupils' views are also captured on a one –page profile.

What are our arrangements for supporting pupils moving between phases of education?

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from pre-school or Foundation 1 - as smooth as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment so children feel familiar with the setting - Opportunities to take photographs of key people and places in order to make a transition booklet or social story
- Transition arrangements are tailored to meet individual needs.

What about the Speech and Language Resource?

Anston Hillcrest is home to the Rotherham Speech and Language Resource. We have two speech therapists based in the resource, working across the week. We offer placement for 10 children, with EHCPs. Children are identified by Speech and Language therapists and placement is offered through the Rother SEN team. Children are taught in the resource in the morning and join mainstream classes in the afternoons. Where possible, children mix with our mainstream classes to ensure peer relationships are maintained. Children

stay with us for a short period of time to access intensive speech therapy. They then return to their home schools.

Transition to Secondary School

The secondary school SENDCo is invited to all 3 termly reviews for children in Year 6 alongside parents, the child and any external agencies required. Additional transition arrangements are made at these reviews and can include extra visits.

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

SENDCO – Mrs Z Hirst

The SENDCo is responsible for...

- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children with SEND through school.
- Ensuring that parents are:
 - i) Involved in supporting their child's learning.
 - ii) Kept informed about the support their child is getting
 - iii) Involved in reviewing the progress their child is making
- Liaising with all the other people who may be coming in to school to help support children's learning e.g. Learning Support Service, Speech and Language Therapy, Educational Psychology
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils at Anston Hillcrest are known) and making sure that records of children's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND to achieve the best progress possible.
- The day-to-day management of the Speech and Language Enhanced Resource, its children and staff.
- Developing bespoke timetables for children within the Resource to ensure their Speech, Language and Communication needs are met while also ensuring they are included in mainstream classes wherever appropriate.

The Headteacher – Mrs K Raynor

The Headteacher is responsible for...

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the SENDCo and class teachers meet the needs of all children.
- Making sure that the Governing Body is kept up to date about issues relating to SEND.

The Governing Body:

The Teaching and Finance Committee is responsible for...

- Making sure that the necessary support is given for any child who attends the school, including those who have SEND.

Who are the other people providing services to children with SEND at Anston Hillcrest?**School Provision:**

Learning Support Assistants

Higher Level Teaching Assistants

Multi Academy Trust Provision delivered in school:

Fusion SEND support

Educational Welfare Officer

Health Provision delivered in school:

Speech and Language Communication Team (SALT)

School Nurse

Independent Consultants:

Jagdish Barn - Educational Psychologist

Additional Information:

If you require any more information about SEND at Anston Hillcrest or in Rotherham, please feel free to contact school and make an appointment to see Mrs Z Hirst (SENDCo).

Tel: 01909 550022

Email: school@anstonhillcrest.org

All Anston Hillcrest SEND Information can also be found on the school website:

www.anstonhillcrestprimary.co.uk

Further Local Authority SEND Information can be found on the Local Offer Website:

www.rotherhamsendlocaloffer.org

Parents may also like to seek impartial information and support from the Rotherham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS):

www.rotherhamsendiass.org.uk