

# **SEN Information Report**

## **What are special educational needs (SEN)?**

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that is given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

“The Special Educational Needs Code of Practice gives guidance to education settings that helps to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children”.

The SENCO within the school is Hannah Lakin, she can be contacted on 01335 343041 or via the school e-mail [info@ashbournehilltop.derbyshire.sch.uk](mailto:info@ashbournehilltop.derbyshire.sch.uk)

The SENCO has day-to-day responsibility for the operation of SEN policy and coordinating of specific provision made to support individual pupils with SEN. Working closely with staff, parents/carers, and outside agencies and other professionals is of paramount importance.

Hilltop has also developed a first class reputation in providing specialist support for children with profound and multiple learning difficulties. We have a highly skilled and dedicated staff team. This is made possible with rigorous and robust training as part of professional development. Building on our previous success over the past 15 years, we are very proud to have been awarded Enhanced Resource status for children with Physical Impairment and additional Learning Needs. We have a dedicated classroom with a rise and fall kitchen and equipment for children with Physical difficulties. Children who are part of the ER provision will be fully included in their year group but will access specialist teaching from our SENCO over the week and also sessions in the ER room with their TAs.

## **SEN Support in School**

Hilltop Infant and Nursery School prides itself in ensuring a fully inclusive education for all children. There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

Communication and interaction  Cognition and learning  Social, emotional and mental health difficulties  Sensory and/or physical needs

There are also 4 noted high incidence needs that all schools will come across: ASD, communication, dyslexia and social emotional and mental health. School uses the

Derbyshire Friendly Files and the DCC Descriptors of SEN for guidance in supporting children with SEN.

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'catchup' work and other kinds of support.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEN.

The Code describes how help for children with special educational needs should be made by a step-by-step or 'graduated approach'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

**Identification and assessment of pupils' SEN will include:**

End of Key Stage attainments  Assessment for Learning materials  Standardised tests  Teacher observation  Information and advice from other agencies  Views of the pupil  Views of parents  Diagnostic tests  Observational checklists  Dynamic forms of assessment which involve: - observing and recording responses in different environments - identifying strengths and weaknesses

- identifying learning rates and learning styles

Assessment information highlights pupils making less than expected progress given their age and individual circumstances. 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
- widens the attainment gap

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, assesses whether the child has SEN. The pupil's response to such support helps to identify their particular needs.

### **How we decide whether to make special educational provision**

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on their well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long lasting difficulties we would consider whether the child might have SEN.

Identifying and assessing SEN for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

### **Parents – what to do if you have concerns/worries**

If you think your child may have a special educational need that has not been identified, you should talk to your child's class teacher and SENCO straightaway. You will be able to discuss your concerns and find out what the school thinks. The SENCO will be able to explain what happens next.

If a child is identified as having an additional need by the school, early intervention is the key. Firstly parents are invited into school to talk to the child's class teacher and the SENCO. Working in partnership with all concerned an Individual Education Plan (IEP) is formulated. This gives specific targets and areas that need to be worked on within the class situation, small group work and often 1:1 support. After the initial meeting future meetings take place twice a year. Parents receive a formal invitation to attend as well as a parents view progress form which allows school to get their views on how they feel their child's education is progressing and any targets they would like to set in a new IEP. All children identified with SEN are part of an extensive provision map. All IEP's are used as a working document in the classroom this enables staff to annotate them regularly noting progress. Parents evenings are twice a year, however the school operates an open door policy and staff are happy to give parents feedback on progress.

Hilltop School works closely with partner schools to ensure a smooth transition for all pupils. SEN children access extra transition visits and have the opportunity to take their own photographs which are made into a book or used as flash cards. This allows them to become familiar with the setting before they start. Children in their final year at Hilltop have their Annual Review meeting in late autumn term, all professionals involved as well as the SENCO from the secondary school are invited. Teachers from the secondary school make several visits to work with the children, this also gives the teachers at Hilltop the opportunity to share details and information about the SEN children.

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information, Advice and Support Services (DIASS) for SEND [www.derbyshireparentpartnership.co.uk](http://www.derbyshireparentpartnership.co.uk) or from national or local voluntary organisations.

We will provide an annual report for parents on their child's progress.

Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We meet parents at least twice each year.

The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support

the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

### **Requesting an Education, Health and Care needs assessment**

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.