



SEND Policy

<i>Managers name</i>	<i>Policy written:</i>	<i>Date of next review</i>
<i>Amy Fielding</i>	<i>August 2024</i>	<i>August 2025</i>

At The Hilltoppers we are committed to ensuring that every child gets the best support we can offer in order to help them enjoy their learning, feel confident and happy amongst their friends and make the best progress possible.

Every child is an individual with individual needs that can affect their learning. Sometimes children need special support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period, but during this time they will be part of our Special Educational Needs and Disabilities (SEND) Register and we will monitor their progress, look carefully at what special support they need and keep in close touch with their parents.

Our Special Educational Needs and Disability Co-coordinator (SENDCO) from the 1st September 2024 is Amy Fielding who can be contacted 01709 897533.

What is SEND?

SEND means 'Special Educational Need and Disability'. Children learn and different rates. Many children, at some time during their school life, will experience difficulties which may impact upon their rate of learning; these may be long or short term. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;*
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age*

(SEND Code of Practice 2015)

Children with SEND have needs that fall into a range of categories. The categories of SEND that provision is made for in our Nursery are:

- Moderate Learning difficulties (MLD)*
- Specific Learning difficulties (SpLD)*
- Autistic Spectrum Disorder (ASD)*
- Social, Emotional and Mental Health (SEMH)*
- Visual impairment (VI)*
- Hearing impairment (HI)*
- Physical Difficulties (PD)*
- Speech, Language and Communication Need (SLCN)*

- *Multi-sensory impairment (MSI)*

What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

What should I do if I think my child has a special need or disability?

If you feel that your child may have SEND then you should ask to speak to the SENCo. Hilltoppers closely monitors all children. If the attainment of your child is below the range expected we will put in place some additional support to help remove barriers to learning. Your child will be placed on the SEND register. This will enable us to monitor your child and their progress more quickly.

Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:

- Liaising with the child's parents*
- Observing each child's development and monitoring such observations regularly*
- Liaising with any other relevant professionals engaged with the child and their family*

From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development.

How is extra support provided to children with additional needs?

For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning. These changes accelerate learning and help children to catch up with their peers and make expected levels of progress. This is called 'differentiating the curriculum'. Your child's key worker will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.

For some children this may not be enough to help them make adequate progress and they may need something which is 'additional to and different from' that which is normally provided for all children. If a child requires this type of support the academy will monitor them according to the SEND Code of Practice. You will be kept informed of the additional

support that your child is receiving. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated.

The nursery will provide some suggestions as to how you can best support your child's learning at home. The important thing is give lots of praise and encouragement and to try and make the learning fun.

You will be kept informed of their progress through regular meetings. At the meeting the academy will share with you how they plan to personalise learning for your child.

What interventions does Hilltoppers deliver and how can this help my child?

Some children may require access to group interventions for short periods of time. These are overseen by the child's key worker and progress is carefully monitored. E.g. Speech and Language Wellcom

The SENDCO of Hilltoppers in partnership with Principal of the Hill Primary Academy are responsible for the allocation and monitoring of any interventions. This information is detailed within the Academy's Provision Map. The Provision Map shows the various levels of support for children with additional needs throughout the academy. Some children may also require some 1:1 interventions on occasion to help with more specific needs. In this case, support from the LA may be sought.

Statutory Assessment

A small percentage of children require support of an additional nature beyond this. If this is the case, then the SENCO will discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this is considered appropriate, the academy will collect together your child's information and evidence of the carefully evaluated additional strategies and interventions that have been put in place and send it off to the Local Authority for consideration. Whilst this is taking place the School will continue to meet your child's needs with the support that is already in place.

1. *Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN Code of Practice. The SENCO will be able to explain the process and timescales to you or alternatively you would find this in the SEN Code of Practice [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN Co de of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_Code_of_Practice_January_2015.pdf)*
2. *If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process for example from Barnsley's SENDIASS Service: Darentpartners@barnsley.gov.uk*

How will my child's learning needs be assessed and their progress monitored?

The Hilltoppers has a rigorous program for the monitoring and assessment of children's learning. On- going assessments take place on a daily basis to ensure that the learning opportunities presented to children are appropriate to meet need and aid their learning and development. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning.

The academy sets aspirational targets for all its children including those with special educational needs. Children with special educational needs have a Graduated Response this, sets out targets that are specific to your child's needs. Plans are shared with parents at open evenings and review meetings, and their contribution to the setting of new targets is welcomed. Once a new Graduated Response has been written the academy will carefully monitor the progress being made.

How is Hilltoppers accessible to children with SEND?

There are a wide range of ways in which the academy makes adjustments for children and adults with additional needs or impairments e.g.

- visual cues are clearly displayed in classroom and communal areas in order to facilitate easier access for our children who require a communication friendly environment. Visual timetables are clearly displayed in all classrooms.*
- the academy will always endeavor to make reasonable adjustments to internal and external teaching and learning environments to best accommodate the additional needs to children.*

Who are the other people providing services to children with a SEN in this school?

Differentiation is often sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and the expertise of other external agencies will be sought to provide specialist support. This may include:

- Communication and Interaction Team*
- Educational Psychology Service*
- Sensory Service for children with visual or hearing needs*
- Behaviour Support Service*
- Early Years and Inclusion Team*
- Health Visitor*
- School Nurse*
- Occupational Therapy*
- Physiotherapy*
- Speech and Language Therapy Service*

Transitions

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- *We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.*
- *We will make sure that all records about your child are passed on as soon as possible.*
- *If transferring to The Hill Academy the information will be passed on to the new class teacher IN ADVANCE by the SENCO and in most cases, a planning meeting will take place with the new teacher. All ISPs will be shared with the new teacher.*

- *If moving to another Primary school, the SENCO will meet with the relevant receiving Primary SENCo to discuss the specific needs of your child; records will be transferred prior to your child starting.*
- *Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.*
- *Wherever possible your child will make additional visits to their new school to help familiarise them with the setting and the staff.*
- *If your child would be helped by a book to support them understand moving on then it will be made for them.*

How will I be kept informed of my child's progress?

- *The whole team and specifically the key worker is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.*
- *All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.*
- *Graduated Response will be reviewed with your involvement each term.*
- *An online app for daily interactions.*

What activities are available for the children to engage in?

All of Hilltoppers activities are accessible for children with SEND. We encourage them to participate in academy life as much as possible.

