



St Hilary School

Our SEN Information Report

2017-8

St Hilary School is a vibrant, warm, kind and caring school where all children and adults work very hard to be, "The best we can be". This is reflected by our Mission statement:

At St Hilary School everyone is valued and cared for as an individual and children are at the centre of all we do. We allow the uniqueness in each individual to flourish through a happy, safe and stimulating environment where everyone can meet their personal goals and full potential: intellectually, physically, socially, emotionally, morally and spiritually. Through a positive community ethos we listen, engage and nurture a can-do attitude in order to prepare all learners for their future lives, enabling enjoyable learning within the context of a rapidly changing technological society.

At St Hilary School we consider all children to have individual needs, however some children may be more able or may need some extra support and intervention to enable them to achieve their full potential, in order to thrive. As part of our caring and nurturing ethos, our aim at St Hilary is to identify and meet any individual needs early. We will work together with parents, and if needed any outside agencies, to meet an individual's needs. This enables us to target support and interventions effectively so we can all work together to focus on specific learning targets.

We are a fully inclusive school and use a graduated approach to SEN in which every child has access firstly to high quality class room teaching, then should they need it small group work opportunities and/ or individualised teaching programs and interventions. This is delivered by our team of dedicated and well trained staff, who remain committed to ensuring all children have access to a stimulating and varied curriculum, in which they can enjoy and immerse themselves in learning. At St Hilary we believe in developing the 'whole child', which is promoted through our four badges (academic, healthy living, creativity and respect, care and consideration), which are awarded to children to promote this ethos. By the time all children leave St Hilary we aim for all pupils to be confident, independent and well rounded individuals that have the skills to reach their full potential not only in their learning, but also in life.

Link to Special Educational Needs Policy /Equality and Diversity Policy & Access Plan

http://www.st-hilary.eschools.co.uk/website/school_policies/129549

Name of the Special Educational Needs/Disabilities Coordinator: Michelle Brant
Contact details: michellebrant@st-hilary.cornwall.sch.uk 01736 763324
The named SEN Governor is Yvonne Oates

The levels of support and provision offered by our school

All classes are fully inclusive, support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at St Hilary School children may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the 'typical' levels of provision, as such levels of support and provision will vary across time for individual children in response to their individual needs.

	Whole school approaches: the universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
1) Listening to and responding to children	<ul style="list-style-type: none"> All children take part in PSHE lessons, which are linked to whole school assemblies, using the 'Jigsaw' resources Pupil Parliament is led by the Year 6 pupils Subject leaders hold regular pupil conferencing sessions in order pupil 'voice' heard. 	<ul style="list-style-type: none"> Success of different groups celebrated in whole school assemblies 	<ul style="list-style-type: none"> Children included in setting own personal learning targets on individualised Provision Maps in partnership with parents and teachers Meet and greet 1:1 specific support TAC meetings
2) Partnership with parents & carers	<ul style="list-style-type: none"> Home/School Agreement 'Open door' policy throughout the school Welcome meetings held in every class at the beginning of each year Every parent is invited to attend parents evenings twice a year Online reporting and parental access 	<ul style="list-style-type: none"> Workshops for parents for: maths calculations, phonics, reading upon request with SENCo/ class teachers 	<ul style="list-style-type: none"> Termly meetings for parents with children on Record of Need to review progress Meetings with HT/SENCO/Teachers as requested Outside agencies:- Family services Educational Psychologists

to their child's progress data and targets.

- Full Summer term report available online or as a paper copy
- Curriculum overview sheets are given to parents at the beginning of each topic, as well as being available on school website
- All children have school planners, which are used for communication
- Regular meetings held to update parents on the methods used to teach in core subjects
- Weekly newsletters available online, are emailed or as paper copies when requested
- Use of Schoolcomms system to send regular emails and text messages as needed
- School website/ blog updated regularly with whole school and class information and celebration of successes
- School Facebook page, with regular updates for parents of events & pupils achievements
- Active PTA Committee communicate via email and Facebook
- Parental questionnaire issued upon entry of all Reception children
- Parents given access to EYFS Tapestry Online system, which is interactive so that parents can contribute photos & any other information

- ASD Team
- School Nurse
- Early Support meetings
- TAC Meetings

3) The Curriculum

- Curriculum is differentiated in the planning and the outcomes.
- Areas of the curriculum are linked through project based learning.
- Skills are developed through this integrated curriculum.
- School is a member of range of groups to inform curriculum and ensure up to date practice & methods followed, including: Hamilton Trust, Somerset Literacy Network, White Rose Maths Hub
- Opportunities for all pupils to learn through individual and group discussion.
- Opportunities to work independently.
- Effective marking & feedback is used to move pupils on in their learning.
- Children have 'talking partners' & use peer assessment.
- Structured routines are followed.
- Emphasis on talk for writing.
- Opportunities for self and peer assessment and reflection on work by all.
- Whole school tracking system to track and monitor every child's progress
- Dyslexia friendly strategies are used in all classrooms, reflecting our Inclusive Dyslexia Friendly Status (IDFS)
- A strong emphasis on our core values, through our badge system to support
- Provision maps used within each class outlining provision for groups of pupils and assessing progress made
- Small group maths and literacy sessions with intervention TA's
- Phonics support using Letter and Sounds, as well as additional use of Read Write Inc
- Speech and language support
- Additional daily reading
- Specific Intervention groups
- Small groups work with a specialised SEN teacher
- Termly reviews and meetings with parents for children on Record of Need, who have individualised provision maps, which record progress through Assess - Plan - Do - Review cycle.
- 'Bespoke' meetings with parents regarding specific issues
- Dyslexia screening in place in Year 1 and Year 3, Year 6 (or as necessary)
- Dyscalculia screening in place, as and when appropriate
- Home/School communication book used
- Coloured over lays
- Personalised curriculum
- Different timetable and activities, as appropriate
- Individualised 'life skills' programmes if appropriate
- 1:1 tuition with a specialised SEN teacher
- Verbal feedback between parents and school at the start and end of each day if requested
- Use of personalised ICT resources as needed e.g. iPad Apps, IT programs as recommended by the physical Disability Service/ Speech & Language
- 1:1 Speech and language support
- Autism Champion working alongside the ASD team
- Educational Psychologist

4) Teaching and Learning

- children to recognise and reach their potential.
 - All classes well supported by teaching assistants for both academic and emotional needs.
 - Teaching assistants model and explain effectively.
 - Class teachers effectively utilise teaching assistants to provide targeted support when needed and then withdraw to promote independent skills.
 - Visual timetables in each class
 - Effective use of ICT across the Curriculum
- High expectations are made explicit.
 - Effective feedback and marking is used to move pupils on in their learning.
 - Each child has individualised learning targets in key subjects.
 - Time for reflection and response
 - Encouragement and praise are used effectively to engage and motivate children.
 - All children are clear about the objective for each lesson and have clear success criteria.
 - Multi-sensory learning opportunities are used.
 - Interactive strategies are used - children having cards to hold up etc.
 - Flexible groupings in classes
- Individuals targeted questioning
 - Time and support given before responses are required.
 - Various resources are used to help scaffold and structure work
 - Small focused groups supported with interventions and/or classroom based support
 - Pre-teaching
 - Alternative methods for recording used
- Dyslexia service
 - Additional Sensory input in collaboration with the Occupational Therapy service/EP Service
 - Multi agency (TAC) meetings to review areas of difficulty and levels of support
- 1:1 teaching where appropriate
 - Sensory breaks allowed for to maximise learning
 - Effective use of individual ICT programs to consolidate learning
 - Life skills program to generalise learning
 - Educational Psychologist
 - Dyslexia Service
 - Autism champion in collaboration with the ASD team
 - Speech & Language Service

- Effective and differentiated questioning in all lessons
- Whole school or class 'entry' days are held at the start of topics
- Milestones are planned through each class topic
- Termly topics finish with whole class real life outcomes e.g. class exhibitions, café/ quiz events etc.
- Homework is directly linked to classroom learning
- Instrumental music lessons available, with most of these pupils involved in the school band
- School holds regular trips for all children with all topics including outdoor trips and/or visits from speakers.
- Assemblies themed around core Christian values and PSHE lessons
- Access to online learning, such as Mathletics, TT Rockstars
- Class and school rules are consistently emphasised and a positive approach to these is adopted at all times.
- Opportunities for child led learning
- Opportunities for self-assessment and peer assessment
- Reflection & opportunities for redrafting is built into learning

5) Self help skills and independence

- Children are taught independence strategies - ways they can continue to work without direct teacher help
- Whole school reward and behaviour policy. E.g. Team points are used to reward self-help skills and independent learning
- Availability of toolkits and other resources, such as learning mats to develop self-help skills.
- Classroom resources laid out to ensure children can independently access resources
- Independent work opportunities
- Self-led learning opportunities and self-assessment
- Pupils use purple pens to respond to marking/ make comments, as part of Marking & Feedback Policy
- Children organise and run own groups, including inter house sports competitions, 'wake and shake'
- Class monitors with specific responsibilities, such as librarian, play leader, etc
- Adult modelling of expectations and interactions
- Consistent routines and behaviour expectations
- Regular PSHE sessions based on Jigsaw resources, which also teach mindfulness techniques
- TA modelling / supervision at play and other unstructured times
- Task Boards
- Now and Next boards
- Individual visual timetable
- Visual cues
- Intimate care plans following advice from professionals aiming towards independence
- Communication aids, adapted ICT, voice type software, etc.

6) Health, wellbeing and emotional support

- Positive learning environment with excellent staff role models
- Focus on developing confidence and self-esteem with a Growth Mindset
- Regular PSHE using Jigsaw, which teaches Mindfulness techniques
- Use of Circle time
- The contributions of every child are valued - secure and supportive learning environment.
- School planners allow opportunity for all children to share their achievements
- Healthy schools Status
- Bikeability
- A wide variety of extra-curricular clubs available for all age groups
- All staff trained in first aid to ensure the safety of students
- All staff receive updated Child Protection and Prevent training to ensure wellbeing of all pupils
- Fun Fit program
- Thrive program for target groups and/ or individuals who have been identified as needing emotional support.
- Meet & Greet
- Individual sensory breaks
- Visual Cues/individualised emotional support
- Individual safety plans
- Use of social stories
- Circle of Friends groups
- Intimate Care plans
- Multi agency (TAC) meetings
- CAMHS
- Educational Psychologist
- Social Care
- Family Support Services
- Bereavement Services (as required)
- Behaviour Support Services (as required)
- ASD Team (as required)

7) Social interaction opportunities

- All children attend whole school trips/visits and shared experiences
- All children have opportunity to attend whole school events e.g 'school fair '
- Large variety of after school clubs
- Golden Time in infant classes
- Social skills groups
- Play leaders support other children in lunch times and playtimes.
- TA support for extra curriculum activities
- Social stories
- Circle of Friends groups

8) The physical environment

- Classrooms are well-organised, well lit, well resourced and clutter free.
- Full appreciation and provision of access requirements for all children
- Visually clear classrooms
- All areas of school are disability accessible
- Stimulating external play areas, including outdoor adventure area and large school field with a quiet garden area
- Areas of the playground designated for different activities.
- Accessible toilets
- Appropriately sized tables, chairs and furniture for each class to give full access for pupils.
- Displays in the classroom assist learning (5 Be's) and encourage interaction.
- Flexible learning - inside and outside
- Water available in all classrooms
- Library accessible to all pupils
- Timetabled group rooms for additional needs and intervention groups
- Quiet work areas including library
- A 'distraction free' or personal workspace can be set up for a child as needed within the class space.
- Designated teaching rooms for identified pupils
- Dedicated resources matched to pupils behavioural, social and learning needs with individual motivators and rewards
- Specialist equipment such as specialist seating provided through the school, on the advice from therapists and health colleagues
- Specialist communication aids as appropriate

9) Transition from year to year, setting to setting

- Meetings are held between the present and the next class teacher
- Whole school transition day at end of year
- Good liaison with secondary schools
- Secondary taster days
- Close links with Sunny Corner pre-school
- Transition programme for new reception children including 'Stay and
- Visual cues/photographs/individual internal visits to promote positive transition.
- 1-1 visits to secondary school
- Extended transition arrangements arranged on individual basis with secondary schools
- Early identification of 'key worker/mentor' to help build familiarity (as required)
- Identified transition in the summer term
- Passport communication book

- Play' days
- School meeting for new Reception children held in July
 - Class welcome meetings for all parents in September
 - First individual parent meetings held in October focused on how each pupil has 'settled in' to their new class.

- Advice from other agencies to support individual transition
- Early support/ TAC meetings

The SEND qualifications of, and SEND training attended by, our staff:

The SENCo Michelle Brant has completed the National Award for SEN Coordination (PGCert) Nov 2011 and regularly attends SENCo / Children in Care network meetings to keep up to date with local and national changes.

The designated staff in school for child protection are: Michelle Brant (SENCo), Kelley Butcher (Head Teacher) and Rob Hamshar (Deputy Head Teacher)

The Head and SENCo are both Thrive practitioners and have had Tier 3 training on Child Protection with a focus on Child Sexual Exploitation

All staff have received training on:

- Dyslexia friendly practise
- Child protection
- Prevent anti- radicalisation training
- Anti- bullying
- FGM
- In- house training on delivering Maths and English from the NC 2014

Specialist support staff have also received training on:
Thrive - 2 TA's are trained Thrive practitioners
Autism
Dyslexia screening
Dyscalculia screening

Services and organisations that we work with:

SEN Support Services
Educational Psychological Services
Behaviour Support Services
Dyslexia Support Service
Physical Disability Service
Autism Spectrum Team
Social Services
Speech & Language Therapy Service
Audiology Service
Service for the Visually Impaired
Health Service including: Speech & Language Therapists, Occupational Therapists, Physiotherapists.
Early Years Team
Education Welfare Service
Family Services
Early Support
Parent Partnership Service
AAC Augmentative and Alternative Communication Support
Children In Care (CICES)
Child Adolescent Mental Health Service CAMHS
Other agencies such as Dreadnought, Scallywags, Penhaligon's friends.

Pupil progress

At St Hilary school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It will be used to provide feedback on how they can continue to improve. Termly Pupil Progress meetings are carried out with each class teacher, their classroom TA and members of the Senior Leadership Team. These in-school summative assessments are reported to parents termly to inform them about the achievement, progress and wider outcomes of their children.

At St Hilary School we:

- Identify attainment in reading, maths and spelling using standardized tests in years 1-6 each term;
- Use standardized tests, which support accuracy of teacher assessments, and record results on the schools online tracking system (spto). This is used by teachers, senior leaders and governors to monitor progress and attainment. *School pupil tracker online (spto) uses age-related benchmarking to explore pupil learning;*
- Complete detailed analysis of the attainment and progress of cohorts and groups of pupils (eg. gender, disadvantaged pupils, SEN, Pupil Premium) via the school tracking system. This is used by school leaders and governors to inform school improvement planning and curriculum development. The school will use this data to build on from successes and evaluate and plan for any less successful areas;
- Use recorded summative data to inform termly pupil progress meetings between senior leaders and teachers, ensuring that this informs teaching and supports intervention and support needed for pupils;
- Ensure that summative assessment data is accessible by both teaching staff, parents and governors;
- Use summative data during transition between year groups. This information will tell teachers how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression indicating both the understanding and depth of learning of the curriculum objectives.
- This summative assessment is used alongside formative Teacher Assessment, so a full accurate picture of a child's progress is available.

How We Assess and Identify Need

Our Criteria for placing children on School Record of Need

When will a child be put on school record of need for 'Cognition & Learning' ?

- When there is a concern about lack of progress and there is a need to provide interventions which are additional to or different from those provided as part of the school's usual differentiated curriculum,
- Concerns may be raised by: teachers, parents/carers, pupils or other agencies,
- Triggers may be a child makes little or no progress despite receiving differentiated learning opportunities, a child has difficulties developing literacy / numeracy skills. See below for advice on Standardised Scores

Standardised Tests (backed up by Teacher assessment and over the course of at least 2 terms)

For Reading- PIRA test and / or Maths- PUMA test:

If SS = 76- 90 - place on SEN Support at St Hilary 'lower level of need',

If < SS 76 place on SEN Support at St Hilary 'more complex needs'.

Other Indicators:

If a child not achieving key skills at age expectation, such as:

Key words vocabulary

Phonic knowledge

EYFS - Early Learning Goals

These children need to be indicated that they have been placed on the Record of Need on SIMS and on the class provision map.

Targets on Provision maps should be SMART:

S- Specific

M- Measurable

A- Achievable

R- Realistic

T- Timebounded

Children and parents should understand the targets and should be involved in the target setting process. Targets should relate to English or Maths assessments and should include the strategies to be used to overcome barriers to learning. In some cases targets may be linked to personal targets.

How we know how good our SEN provision is:

Evaluating Success

In line with the SEND Code of Practice 0-25 the school continuously monitors and evaluates the working of the SEN provision through using a Graduated Response and through applying the **ASSESS - PLAN - DO - REVIEW cycle**. To do this we use class provision maps and individual provision maps for children on the Record of Need:

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning is pupil centred and outcomes focused and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENCO supports teachers in the effective implementation of provision

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

The 'assess, plan, do, review' cycle is recorded on individualised provision maps, which class teachers review termly, in line with pupil progress meetings.

We also gather information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation

- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison and transition within school and with other schools
- Pupils awareness of their targets and achievements

Arrangements for the Treatment of Complaints Regarding SEN:

The procedure for managing complaints is:

- Parents consult with class teacher;
- Parents consult with SENCo / Head Teacher / Governor;
- Parents are given information about Parent Partnership Groups;
- Records of all events are kept in writing;
- Parents will be invited in to discuss their difficulties face to face;
- Parents will be communicated with in writing;
- If parents have a concern the aim would be to contact them immediately or within a short timescale ;
- Refer to complaints procedure document.

Please follow the link to our policies (including the assessment, SEN and complaints policy) for further information:

http://www.st-hilary.eschools.co.uk/website/school_policies/129549

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrenergencydirectory.org.uk>

Answers to Frequently asked Questions

Please see below some answers for some potential questions you may have about the school. Please do however contact us should you need to ask about anything in relation to our Local Offer.

1. How does St Hilary School know if children need extra help and what should I do if I think my child may have special educational needs?

Children are monitored closely at St Hilary, teachers will regularly discuss any concerns they may have with parents. Children's results are also closely tracked and pupil progress meetings held to monitor which children are performing below national expectations and then to decide which children would benefit from intervention groups and/ or additional support. If a parent or teacher has a concern about a child in regards to learning they may share their concerns with the school SENCo directly and discuss strategies for support. The school operates a graduated approach following the guidance within the SEN code of practice. If concerns are raised about a child these will be discussed with the parents and they may either be monitored closely or the decision may be to place them on the Record of Need . When a child is on the Record of Need an individual provision map will be devised for the child through discussion between the SENCo, parent, class teacher and where appropriate the child. These are reviewed each term. The school will arrange for the child to have extra provision and support in the areas in which they are struggling, either within class or as part of an intervention group. Assessments to identify particular learning needs may be undertaken such as Dyslexia or Dyscalculia. If the child remains a concern and does not appear to be making progress the SENCo may refer to external agencies for further support such as; Speech and Language, Educational Psychologist, Occupational Therapy, Child and Adolescent Mental Health, etc. Reports and advice from these professionals will help to direct support in school and at home. Some children who are working with these external agencies or who have more complex needs will be listed on the Record of Need as having a higher level of need.

If the child is still struggling at this stage, is not making the expected progress or may have more complex needs it may be appropriate to apply for an 'Educational Health Care Plan' (EHP) (these were called Statements prior to September 2014). This plan is developed from the advice from external professionals; objectives and provision are listed to ensure the child is given the most effective; medical, educational and communicative support to achieve success.

Some children may transfer to us already with identified needs. The child's previous school will forward any information on assessment and provision for the child so that we can mirror or devise more appropriate support within our setting.

2. Who is responsible for the progress and success of my child in school?

The school governors are ultimately responsible for the progress and attainment of all the children although they delegate this responsibility to the Head Teacher. They receive collated and anonymised data about the progress of groups of children and hold the head to account for how good this is, in comparison to nationally similar groups of children.

Within the school on a day to day basis the **Class teacher** is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted intervention work, additional support)
- Writing Individualised Provision Maps and sharing and reviewing these with parents at least once each term and planning for the next term.

- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEN.

The **School SENCo** is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEN Record of Need (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school, so they can help children with SEN in the school achieve.

The **Headteacher** is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN.
- She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

3. How will the curriculum be matched to my child's needs?

Our school follows the National curriculum 2014 but has been developed to ensure a broad and deep curriculum delivery. We teach this through topic themes, which are planned upon project based learning with exciting 'entry point' days and authentic real outcomes, that all children are involved in planning and organising. Each teacher is responsible for writing detailed plans for all the subjects, which will show how this can be delivered to all pupils in a differentiated way. Some pupils may also need either extra support, such as pre-teaching, support within the classroom, support in the form of extra sessions outside the classroom, or they may need a more individualised curriculum that meets their needs. Staff follow advice from professionals and as needed may build in; motor skills programmes, sensory diets, life skills programmes, Speech and Language therapy, etc.

4. How will the St Hilary School staff support my child?

Each class has on average, one teacher and one teaching assistant to 30 children although this can vary slightly according to need and each cohort. The class teacher plans for all the children in his/her class and is responsible for the overall assessment of their progress. Children are taught as a whole class, in small

groups, partners or working independently. There are also 2 additional intervention TA's that focus on particular groups and/ or individuals throughout the school. These TA's are both trained Thrive practitioners and are trained to support children's social and emotional needs. Some children may be taught with 1:1 support from a SEN teaching assistant. We believe it is important for children to develop relationships with a number of adults and so although a key worker may be allocated to support a child with a statement / ECHP we encourage children to work with every adult in their class team.

5. How will I know how my child is doing and how will you help me to support my child's learning?

Parents can speak to the class teacher at any time to keep up to date with their child's progress. We hold parents meetings twice a year in November and in the Spring term. An Online report is available throughout January each year and every child's progress data and individual targets can be accessed Online through the schools tracking system - spto (School Pupil Tracker Online). Each parent is given an individual log in to access this. A final end of year report is sent home at the end of the Summer Term. Achievements are regularly shared with parents to celebrate success and the school will invite parents into school if they are worried about a child's progress. When a child is on the Record of Need, parents are invited to attend reviews of the child's individual provision map termly. This means parents can work in partnership to help devise targets and agree a consistent home/school approach. Assessments of a child's progress are made regularly so the teacher always knows where each child in his/her learning and what their next steps are. The class teacher and the senior leadership team regularly meet up to discuss such progress in Pupil Progress Meetings and arrange extra support where required.

6. What support will there be for my child's overall wellbeing?

Children's wellbeing and emotional health is as important as their academic progress. Class teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. We use Jigsaw PSHE programme throughout the school to promote positive relationships. We also have the infant and junior badge reward system to promote the development of the 'whole' child. These badges are awarded termly when their class teacher feels that they have tried their best in the 4 areas: Academic, Creativity, Healthy Living, Respect, Care & Consideration. Our school website lays out the criteria that we are looking for in order that a badge be awarded to a particular individual.

If any staff feel any child may benefit from some social and emotional support at any time, they may also speak to one of the 4 Thrive practitioners. In consultation with the parents and class teacher they will then make a Thrive assessment and if appropriate an individual Thrive Action Plan will be written and implemented to support an individual's needs.

Our First Aiders support individual medical needs and staff are trained, where required in the emergency administration of medicine. All Personal care needs are met by staff in each class. The school benefits from a staff member who has the role of writing all routine risk assessments on a regular basis, supporting staff to write an risk assessments for individual children, developing fire risk assessments, evaluating access and ensuring our school is fully accessible and a safe environment.

7. What specialist services and expertise are available at or accessed by St Hilary School?

Senior leaders, teachers and support staff are skilled in meeting the individual learning, behavioural and social needs of children with moderate and complex learning difficulties. The school accesses a range of specialist services including;

The Educational Psychology Team (EP), the Autism Team, Speech and Language Therapists (SALT), Community Paediatricians, Occupational Therapist (OT) and Physiotherapy colleagues, the school nursing team, the Child and Mental Health Team (CAMHS), Scallywags, Early Support, Teachers of the deaf/visually impaired, etc.

8. What training have the staff at St Hilary School had or are having?

All staff, both teachers and support staff receive comprehensive and ongoing training in meeting the needs of children with moderate and complex learning difficulties. A detailed induction programme is followed by a mentoring programme with experienced staff observing and feeding back to new staff. All staff receive mandatory Safeguarding and First Aid training. Many staff have also been trained in Makaton, Epilepsy, diabetes, VOCA/AAC, Behavioural Management, Food Hygiene, Autism, Speech and Language, Team teach training. We regularly review the training that is given, in order to meet the upcoming staff development needs. All staff are subject to an annual appraisal and regular pupil progress meetings, which are aimed at ensuring the needs of their pupils are met and they are progressing to their full potential.

9. How will my child be included in activities outside the classroom including school trips?

As a fully inclusive school, all children participate in whole school, curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children and across time but we differentiate the activities and expectations to enable all children to take part. Parents are asked to give generic permission for their child to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc. All trips are risk assessed and children with special educational needs and/or disabilities will have personalised risk assessments.

10. How accessible is the school environment?

Our site is DDA compliant and accessible. As an older school the school site at times does present some challenges, but over the last few years we have been able to ensure all areas of the school have accessible routes and services.

11. How will St Hilary School prepare and support my child to join the school and then transfer to secondary school?

To support children joining the school, transition meetings are held with preschools and each reception teacher visits individual children in their setting and talks to their key workers. Children are also invited to spend time in what will be their new class in order to become familiar with the environment and meet adults working in school. We host 'stay and play' activities where parents can come along with their children in a welcoming, relaxed atmosphere. We also hold an in-depth new parents meeting in the Summer Term which provides parents with a well of information to ease the transition process.

The SENCO works closely with all children within the school and liaises with class teachers as children move through the school to ensure they know children's individual needs and what provision they require. If appropriate transition meetings with the school staff and parents will take place to ensure a smooth transition from year group to year group. As children enter year six we will begin to think about which secondary school children are transferring to. Some of our local secondary schools offer Saturday workshops that children can attend to become familiar with the new environments, as well as taster days, so they can familiarise themselves with the school. The class teacher and school SENCO will meet with the SENCO / Head of year of each of the secondary schools and

discuss the needs and provision for individual children. If needed some children can attend extra taster days as part of an extended transition process and/ or extra transition meetings will take place with all staff involved.

For children with Education & Health Care Plan's (EHP's) the SENCO will raise the subject of secondary transition at the annual review meeting in the child's fifth year in school so that parents can think about the most appropriate provision for their child and start looking at secondary schools. Some children with complex learning needs may require specialist provision and parents may choose to apply for a secondary ARB placement or specialist school. This application will be made as part of the Year 5 Annual Review process. Decisions are usually made by the following February. Meetings are arranged with the transferring secondary school and individual transitions plans are developed. Some children may need regular visits to their new school. They may need to take pictures and ask questions before they feel comfortable with the move. We will support each child individually to ensure their transition is a success.

12. How are St Hilary School's resources allocated and matched to children's special educational needs?

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

13. How is the decision made about what type and how much support my child will receive?

When children whose SEN circumstances, health requirements or complex learning needs indicate that additional support maybe required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times, circle times etc.

If the evidence suggests that even higher levels of support maybe beneficial, this is agreed by senior leaders and additional support will be requested from the Local Authority. Parents are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. Support is reviewed on an ongoing basis. If needed an application for an EHC Plan will be made to the LA.

14. Who can I contact for further information?

You can contact the school secretary for further information and a prospectus. You may also speak to the head teacher or SENCo for more information on our provision.