

Appendix D

A. Roles and responsibilities

- Headteacher: day to day management of SEND provision and information sharing with Governing body.
- SENDCO: prepares a report to feedback progress and next steps to the governing body; works closely with staff to develop the SEND policy and school offer to ensure excellent provision. Co-ordination of the daily running of SEN provision particularly for those children identified as have a special educational need.
- Governing body: ensure in conjunction with the Headteacher, they determine the schools approach to SEND provision and establish appropriate funding and staffing arrangements. They must provide annual feedback to parents about SEND provision within the school. They must make sure they are knowledgeable about the SEND policy and how it is formed and how SEND funding is used and the impact (value for money).
- All class teachers, teaching assistants and learning support assistants are responsible for the early identification and assessment of SEND within the classroom setting. This is done through: assess, plan, do and review cycle. This should focus on:
 - The learning environment
 - The teaching style
 - The task
 - The use of language
 - Access arrangements for individual children

B. Arrangements of co-ordinating SEND provision

The special needs co-ordinator (SENDCO) is Suzanne Sewell. This remit includes children who are not SEND but inclusion; liaising with outside professionals; supporting the use of Pupil premium funding; securing additional funding via high needs block applications; applying for any statutory assessments EHCP or supporting parents who are making an application. Ensuring the process of assess, plan, do and review is consistently applied throughout the school and progress is monitored effectively. Ensure a child-centred approach is at the heart of all decisions and plans made.

C. Admissions arrangements

Children with SEND are admitted to school in accordance to Bristol City Council's admissions policy. See www.bristol.gov.uk/admissions

D. Additional provision and facilities for children with SEND

There are currently several members of staff who are trained within the areas of Autism, speech therapy, Better move on (Occupational therapy). All staff trained in attachment theory and we have one member of staff trained as our Nurture Lead. Our Family Liaison and Safeguarding Lead is trained to support families. All staff trained in a manual handling approach. Teaching assistants and Learning support assistants are trained to Level 3 and key staff are trained in paediatric first aid and administration of medicines. Specific staff trained to support children with Sickle cell and diabetes.

The building has been adapted to take account of the needs of the hearing impaired children within the school such as lowered ceilings, double glazing, carpeted areas, sound systems in the hall, use of projector and screens. There are quieter working areas such as the SENDCOs office, Deputy or Headteacher's office. We have one room designated for Nurture, one room dedicated to family support and calm down time, one room designated for Butterfly therapy. The SENDCO's office is available for small groups and 1:1 where required.

Children have access to support programmes such as Nurture, Butterfly therapy, chill club at lunchtime, additional use of Nurture in pm sessions, Playpod. As of September 2018, SENDCO will be trained to deliver ELSA (Emotional Literacy support).

Many children have access to Occupational and Physiotherapists, Speech and language therapists, Educational psychologists, Primary Mental Health Specialist and CAMHS, school nursing team and Bristol Autism team.

School also outsource and commission support from behaviour specialists and specialist SEND bases for key children.

Hillcrest has its own breakfast club and after school provision via Superstars.

Family learning conferences are accessible and held in the school hall. Arrangements can be made for any parent who requires additional provision to attend these meetings.

E. Resources

These are deployed to ensure the particular need of each learner with special educational needs is met as effectively as possible. Teaching assistants are deployed to flexibly each year to support class-based across the differing needs of the class or year group. Learning support assistants are deployed to work directly with individual children on a 1:1 basis within the classroom and to personalise the curriculum. The school has a range of interventions staff can access (see Appendix C).

F. Pupil participation

At Hillcrest Primary we try to ensure all children with SEND have as full an access to the curriculum as possible. WE ensure there is a balance between lessons and activities that are independent, small group and 1:1 and those who occasionally require withdrawing from the classroom to work away from the larger group. Sensory provision is key for some children and they may require movement breaks periodically throughout the school day.

Inclusion is encouraged through participation in various enrichment clubs; sporting clubs and competitions, swimming club and gala. Children and families are encouraged to take part in these.

G. Evaluation of SEND provision for children

A record of children with SEND is kept for all children who meet the criteria as mentioned in section 'SEND Support'. This record is updated termly. The SENDCO monitors the implementation of Individual Support Plans/Group plans/Personal Education Plans (PEPS for Children in Care), behaviour plans and risk assessments (with Safeguarding team) through checking planning, discussion, inclusion surgeries, pupil voice surveys, observing support in

action in the classroom, observing interventions, data and book monitoring and liaising with parents and any professionals involved.

The SEND policy, school offer and any other documents relating to SEND at Hillcrest are ongoing and reviewed at least annually to ensure best fit each academic year.

H. Complaints procedure

Complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the Hillcrest complaints policy, which is available from the Headteacher via the school office. Parents are made aware of the Parent/Pupil Partnership Service and support that can be provided by SENDIASS. Findability on Bristol City Council website is a very good vehicle to research any SEND queries.

I. SEND/Inclusion training

Training is identified and linked to the school development plan. This year, training will focus on enhancing staff confidence using School Pupil Tracker Online; differentiation, Emotional Literacy, implementing the new changes from the Local Authority regarding support plans' new arrangements for 'Class action', 'Class monitor' and 'SEND support', use of new documentation, inclusion surgeries and effective monitoring of planned intervention and support plans. Induction of new staff and ensuring they are familiar with the Hillcrest structure. Overarching training will focus on raising the attainment of SEND children and bridging the gap.

J. External Support for SEND

We work in partnership with many professionals including:

- Educational Psychology
- Speech and language
- Occupational therapy
- Physiotherapy
- Hearing and vision impairment team
- Bristol Autism team
- Therapy Space
- Specialist provision such as New Fosseway
- Alternative provision such as Education First and Langford
- School nursing team
- Catchpoint for children who are dealing with trauma
- Primary mental health specialists and CAMHS
- Paediatricians
- Autism assessment team
- Early years providers and SEND teams supporting our youngest children
- We commission services on a needs led basis.

K. Parent Partnership

School works closely with parents to support children not only with SEND but all children using a child-centred approach. We encourage active partnership through ongoing

dialogues with parents, as we believe they have much to contribute to our support of children with SEND.

The school operates an open door policy and parents/carers are kept informed through verbal feedback from the teacher. Parents are encouraged to speak to the class teacher if they are concerned about their child. We have many opportunities for parents and staff to meet and review progress, support and future plans.

L. Links with other schools/special schools

We welcome collaboration with other settings, specialist provision and external professionals. The Headteacher attends the South 3 Heads group and can facilitate change from there.

The SENDCO attends cluster meetings and SEND briefings to ensure Hillcrest have up to date information.

Subject leaders are linked with other schools to ensure the best curriculum can be provided.

M. Transition

We link with other schools to ensure effective transition for our Year 6 children and any children who may be transferring mid-year. Staff, facilitate nursery visits and make home visits for all children starting each academic year. We ensure both children and families are able to take an active part in the transfer by arranging meetings to give all those involved plenty of time to prepare. Once we have the final list of placements, the SENDCO will contact Secondary settings to link with SENDCOs and arrange any additional meetings or visits which may be necessary.

Hillcrest ensures Year 6 staff can spend time with the new team receiving the child and all paperwork is transferred.

If EHCP assessments are in process, Hillcrest will continue to work with the Secondary to ensure there is a comprehensive picture of progress, support and history for these children.

N. High Needs Funding (top up)

School are budgeted from April to April and have funds given within this budget to support the needs of all identified children. Occasionally, school will need to apply to the Local Authority for additional, high needs funding. This involves evidencing that support and provision is so significantly additional and different that needs cannot be met and therefore progress for this child becomes harder to close the gap.

O. Other polices available

- School local offer
- Behaviour
- Anti-bullying
- Complaints procedure
- Equalities
- Safeguarding
- Attendance
- Overview of school development plan

P. Additional Services

- Bristol City Council findability: www.findability.org.uk
- Bristol Parent Carers: www.bristolparentcarers.org.uk
- The Parent Partnership: thepartnership.com
- Support group is a charity providing advice and support for parents/carers of pupils with SEN in Bristol, North Somerset and South Gloucestershire. www.supportiveparents.org.uk
- NASEN is the National Association for Special Educational needs and offers development and support for those who work with SEN pupils: www.nasen.org
- Leading UK charity that supports families and people with Autism or Asperger's Syndrome: www.autism.org.uk
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