

Name of School: Hilltop Academy

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY’S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA’s Local Offer site located under ‘Information, Advice and Guidance’ (then under ‘Schools and Alternative Provision’). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school
<p>An outstanding school with National Leader Status.</p> <p>A larger than average Primary school with a 52 place Nursery as part of a foundation unit. The school serves an area of significant social and economic deprivation.</p> <p>The number of pupils on roll is currently 372 pupils including 27 pupils within the nursery setting.</p> <p>At Hill Top Academy our motto is:</p> <p><i>'Every child, Every chance, Every day!'</i></p>
How we identify if your child may need additional help and/or has special educational needs (SEND)
<p>Hill Top Academy will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. When a young person is identified as having specific special educational needs, or requires additional help, the academy will implement a range of interventions over time. Interventions are a means of helping Hill Top and parents match special educational provision to individual pupil needs.</p>
How we involve parents and carers in meeting the needs of their child and in whole school developments
<p>Where our academy has identified pupils with SEND or additional needs, parents and carers at Hill Top are involved from the earliest opportunity. Initially this may be through a meeting to discuss needs or through parent’s evenings. Thereafter appropriate meetings will take place at regular intervals through</p>

<p>TAC/Support Plan/parent meetings. Parents are copied all paperwork containing targets set from all meetings (including IEP targets). All IEPs have a box included where parents can sign to say they have seen the IEP and comment on the progress of their child.</p>
<p>How we will involve your child in the planning and review of their support</p>
<p>Pupils at Hill Top are continually aware of what support has been implemented and why. Initially pupils will be spoken to and asked how they feel about their needs and the support they can have access to. During interventions pupils are spoken to about their progress and any concerns or worries they have with trained adults. Pupils are invited to attend all meetings where it is deemed appropriate. They have time with an adult to ensure that they understand targets set and how they can achieve them.</p>
<p>How we match the curriculum, teaching and learning approaches if your child has SEND</p>
<p>All subjects at Hill Top are highly differentiated in order to meet the needs of all groups of learners. Where pupils have difficulties accessing whole class timetables, individual timetables are implemented. All pupils identified with additional/special needs have access to additional adults who are trained in a wide range of interventions to meet the specific needs of the child. Where pupils have physical, social or emotional difficulties, the curriculum will be tailored to needs accordingly.</p>
<p>How we provide additional support if your child has learning needs</p>
<p>The Learning Needs register is updated following all assessments. All pupils identified as requiring additional learning support are added to the register and given an IEP which is updated as necessary. A provision map tracks all learning provision taking place in the form of interventions. All classes have highly trained learning support assistants and class teachers who deliver specific interventions to pupils identified with learning needs within or outside of the classroom setting. Interventions are timetabled in each class. Intervention planning time is allocated to ensure that delivery is productive. All sessions are reviewed and pupil progress is assessed daily and at the end of a unit or programme or work. Progress of all pupils is tracked and monitored through timetabled meetings with the SENCO and class teachers.</p>
<p>How we provide additional support if your child has social and communication needs</p>
<p>Pupils identified with social and communication needs have access to a range of social programmes in school delivered by well-trained learning support assistants or class teachers. In addition pupils may be taught in small groups or on a one to one basis in order to address specific areas or need. Where necessary, specialist expertise is brought in to support with key strategies and targets.</p>
<p>How we provide additional support if your child has physical, sensory and/or medical needs</p>
<p>Pupils identified with physical, sensory and or medical needs have the curriculum and learning environment adapted according to need. <u>All staff</u> within school are aware of all pupils with these identified needs. All pupils with physical needs have daily timetabled physiotherapy sessions. Sessions are delivered either by a trained LSA or physiotherapist in school. A physiotherapist visits the pupils and staff at least once a term in order to review progress and targets set. All pupils with a physical or medical need have a medical plan identifying specific information that may affect a child's learning day in school. Hill Top has a range of support in place depending on the specific sensory need identified. Additional adults are placed in order to meet the needs of these pupils. Small group activities or 1:1 sessions are implemented in order to address specific sensory difficulties.</p>
<p>How we provide help to support your child's emotional health and well being</p>
<p>Pupils identified with emotional health and well-being needs are supported either by class teacher/LSA accessing time in the Star Room or providing small group or 1:1 pastoral sessions or by spending time</p>

with our pastoral support worker who has been specifically trained to support children will specific areas of need.
How we promote developing independence
At Hill Top, our pupils are at the centre of everything we do. As a result, all learning for all groups of learners is personalised and child centred. We encourage pupils to adopt ownership of their learning and this cascades to all pupil groups including those with SEND. All pupils have strong relationships with the adults within our setting with adults creating an enabling environment. Problem solving and asking key questions to promote inquisition are core skills embedding our curriculum that develop rich independent learners.
How we measure and review your child's progress against their targets and longer term outcomes
Pupils identified with SEND have regular support plan meetings with all professionals concerned where targets are set and reviewed at regular intervals throughout the year. Long term outcomes are set at the onset of the year or start of the support plan meetings. Academic learning targets on IEPs are set following assessments and are reviewed every term or half term.
How we adapt the learning environment and ensure that our academy facilities are safe and welcoming to children with SEND
Hill Top has a very detailed Accessibility Policy and Safeguarding Policy that detail all key areas of the learning environment in order to ensure that key areas of our school remain safe for all learners with SEND.
How we include children with SEND in the life of our school
Where possible all pupils with SEND have access to all areas of school life. Throughout the year at Hill Top we endeavour to ensure that activities and learning is appropriate for all learners or can be adapted to include all learners. Additional support is provided without exception to pupils who should require more support during unstructured times. Please Policy and Inclusion Policy.
How we ensure that all our staff are trained and supported to meet a wide range of children's needs <i>(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)</i>
All staff working with children with SEND or additional needs are trained by either professionals with specialisms or by in house staff who have been trained by specialists. All staff and the Governing Body have received training on new SEND initiatives. The Chair or Governors attends regular support plan/annual review meetings alongside the SENCO and all teaching staff involved with pupils have a duty to also attend these meetings. All support staff delivering interventions have performance management targets linked to planning, delivery and progress for identified pupils and meet regularly with either Phase Leaders or the SENCO to discuss progress. Throughout the year staff delivering interventions have training on implementing new intervention programmes, teaching and learning and marking and feedback.
External support and expertise we can call upon to help us to meet children's needs
At Hill Top we have a wide range of professionals linked to school that support us with meeting the needs of pupils with SEND.

How we prepare children to join our Academy

At Hill Top we have excellent links with our feeder schools/nursery settings. Prior to transition, it has been common policy for SENCOs in my cluster to make contact and hold meetings sharing key information about pupils with SEND or additional needs/concerns. In these meetings all professionals together with parents and the child where necessary, have the opportunity to share important information regarding key pupils and ensure appropriate support is in place prior to the child starting at Hill Top. Where appropriate, transition mornings/afternoons or days are organised giving new pupils the opportunity to experience their new setting and meet new staff prior to commencing the new term.

How we prepare children to move on from our Academy

At Hill Top we also have excellent links with our secondary school settings and prior to transition, meetings as outlined above are held in order to share key information and pass on relevant files. Throughout Year 6 the SENCO from the secondary school is invited to support plan/annual review meetings in order to set long term outcomes. Where it is thought by all professionals that special school is the most appropriate setting for a child at this stage, steps are taken early in the year to provide the appropriate evidence.

How we deploy our resources to meet the needs of children with SEND

- Staffing
- Teaching resources
- Kindles to support pupils with reading, writing, phonics and numeracy

Contacts for more information

Executive Principal: Mrs Beryce Nixon

Principal: Mrs Rachael Macleod

Chair of Governing Body: Mrs Isabell Dunkerley

Address: Edlington Lane, Edlington, DN12 1PL

Telephone: 01709 863273

Email: admin@hilltop.doncaster.sch.uk

Website: www.hilltop-primary.co.uk

SEND Policies and SEN Information Report link(s): see website

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to Families Information Service, by email to:

FIS@doncaster.gov.uk

If you have any queries, please contact Laura Ward on 07976 448412, Louisa Townsend on 07970 206561 or Family Information Service on 0800 138 4568.

Thank you.