Hill Top Academy – Local Offer

Brief description of the Academy

Hill Top Academy is an outstanding Academy with National Leader Status and is a fully inclusive 3-11 primary academy, with a 52 place nursery as part of a foundation unit. The Academy serves an area of significant social and economic deprivation.

We believe that all children are entitled to an appropriate broad and balanced education. To this end we try to give our children, including those with SEND, the skills that will enable them to be fully included in the life of the academy. It is our belief that the inclusion of SEND children brings benefits to everyone, as all children can learn from one another and all are valued, regardless of ability or disability.

At Hill Top Academy our motto is: 'Every child, Every chance, Every day!'

How we identify if your child may need additional help and/or has special educational needs (SEND)

Hill Top Academy will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and Academy resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEND. All the information will be brought together with the observations of parents and considered with them.

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. All concerns are discussed with parents and a joint plan of action agreed. This joint plan of action sometimes takes the form of a Support Plan, where targets will be agreed and an IEP written. Teachers refer closely to the SEND Code of Practice, July 2014.

In Early Years Foundation stage (EYFS) information is sought r/e special needs from the parents of a particular child or a previous setting. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, Foundation Stage staff along with the SENCO and parents will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from EYFS observations, support plnan meetings and from any more detailed assessment of the child's needs. From within the setting information on a child's progress in communication and language, physical development and personal, social and emotional development will be considered.

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is

thought housing, family or other domestic circumstances may be contributing to the presenting behaviour; a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

As the child moves through the academy any action taken/support given with regard to SEND is recorded and kept in the child's file & SEND folder if necessary.

How we involve parents and carers in meeting the needs of their child and in whole Academy developments

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 TAC/Support Plan/parent meetings. Parents are copied all paperwork containing targets set from all meetings (including IEP targets).

Communication systems are put in place where necessary to support home-Academy communication for children with additional needs.

How we will involve your child in the planning and review of their support

At Hill Top Academy we promote pupil voice in decision making around the support and education of our children. At an age-appropriate level we will include the child in planning, monitoring and reviewing their education. 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.
- All pupils have a one-page profile; this information was sought from the pupil.
- During interventions pupils are spoken to about their progress and any concerns or worries they have with trained adults.
- They have time with an adult to ensure that they understand targets set and how they can achieve them.
- Pupils have an individual IEP, that allows their needs to be met.
- Pupils are invited to attend all meetings where it is deemed appropriate.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

All subjects at Hill Top are highly differentiated in order to meet the needs of all groups of learners and all pupils have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Where pupils have difficulties accessing whole class timetables, individual timetables and resources are implemented to remove barriers to pupil's achievement.

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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.

The Academy will support your child through a clear joint plan of action this sometimes takes the form of an 'Individual Education Plan' (IEP). An IEP outlines the support and strategies used with your child in order to meet their needs. This is shared with the class teacher and LSA and reviewed before the next support plan meeting.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

The Academy adopts the levels of intervention as described in the SEND Code of Practice, July 2014. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the Academy will intervene through. These are often described as levels of intervention:

LEVEL 1: Quality first teaching through differentiation in English and Maths lessons.

LEVEL 2: Small group support for those pupils who are achieving below age expected levels.

LEVEL 3: Focused, individualised programmes for pupils working well below age expectation.

LEVEL 4: High levels of need identified and children are supported through an EHCP with ongoing cycles of ADPR (Assess, Plan, Do, Review) to ensure their needs are being met and personalised even further as required.

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.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs

Pupils identified with social and communication needs have access to a range of social programmes in Academy 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. Targets are set on an IEP for any pupil who is identified as needing

additional social and communication support. The IEP will outline activities and best ways to support the child.

Classes have implemented a 'safe zone' for any child that needs to access some time out.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

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 session are implemented in order to address specific sensory difficulties. Pupils identified with physical, sensory and or medical needs have the curriculum and learning environment adapted according to need.

All pupils with physical needs have daily timetabled physiotherapy sessions. Sessions are delivered either by a trained LSA or physiotherapist in Academy. 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 Academy. we create a bespoke package of care that is regularly reviewed and all staff within Academy are aware of all pupils with these identified needs.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

Hill Top Academy provides a personalised approach to providing emotional health and wellbeing support for children with SEND. It is the responsibility of the SENCO and inclusion manager, with support of class teacher and parents, to provide an alternative Behaviour Plan, where the behaviour policy cannot meet the needs of the child. All safeguarding and child protection are followed.

Pupils identified with emotional health and well-being needs are supported either by:

- Class teacher/LSA accessing time in the Star Room
- Providing small group or 1:1 pastoral sessions
- Spending time with our pastoral support worker who has been specifically trained to support children will specific areas of need.
- Thrive
- Lego Therapy
- 'Safe Zones' implemented and used as and when required
- Strong relationships are built with the pupils by all members of staff who work closely with the child

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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 Academy remain safe for all learners with SEND.

The SENCO alongside appropriate staff will identify students that require 'additional to' and 'different from' provision and makes appropriate adaptations and arrangements to meet these needs.

The academy has the following facilities: wheelchair access, disabled toilet, changing facilities, disabled parking, access for taxis/other transport.

How we promote developing independence

At Hill Top, our pupils are at the centre of everything we do and we stand by our motto: every child, every chance, every day.

As a result, all learning for all groups of leaners 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. Visual timetables are implemented in most classrooms, for children to take ownership and implement the now and next approach.

How we measure and review your child's progress against their targets and longer term outcomes

All children throughout the Academy are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern and regular formal discussions between the SENCo and the class teachers are held.

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LEVEL 4: High levels of need identified and children are supported through an EHCP with ongoing cycles of ADPR (Assess, Plan, Do, Review) to ensure their needs are being met and personalised even further as required.

These are then broken down into each of the four areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional, Behavioural and Mental Health
- Physical and/or Sensory

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. A big need is identified at the onset of the year or start of the support plan meetings and then short term (SMART) targets are set. Academic learning targets on IEPs are set following assessments and are reviewed every term or half term. External support services will advise on targets and provide specialist input to the support process.

The circumstance under which we would begin a Support Plan are:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing Maths/English skills
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. Each child is supported by teacher or TA and an IEP is written.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND and supporting you as their family

At Hill Top we have a wide range of professionals linked to Academy that support us with meeting the needs of pupils will SEND. Early intervention is sought to support the children in the early stages of their education in the hope that the support is only necessary short term. In addition to this a good network of support is gained through the local authority, pyramid Academys and social care and health services including:

- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- NHS Academy Nursing Service
- Social Care
- Visual Impairment Service
- Hearing Impairment Service
- Speech and Language Therapy
- Autism/Communications Team
- Families First/Safer Families Service
- Early Help Hub
- CAMHs
- PAFFS

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

The assessment and audit toolkit available on the Doncaster Graduated approach will be considered when deploying resources to meet the needs of all our children within the academy. Children will be considered based on the four areas of need as outlined in the SEND code of conduct.

Levels of support will be offered to all families:

1. Universal support – all children in school
2. Universal plus – what are they getting additional but still accessing not need a support plan
3. Targeted – Different from and additional to peers – increasingly individualised - Support plans
4. Specialist – Undergoing an EHCP; high level of need – ongoing cycles of APDR (Access; plan; do; review)

The following resources will be deployed to meet the needs of pupils within our academy:

- Provision mapping and IEPs identify how the resources will be used most effectively
- Staffing
- Teaching resources
- Kindles to support pupils with reading, writing, phonics and maths
- Use of I-Pads/chrome books with access to a wide variety of apps and the internet
- Combination of interventions that are needs led

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How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

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. All practitioners within the academy are continually building on the current good practice we have across the academy and continually research and seek advice on developing the systems, skills and structures for responding to the pupils' needs across the four areas of need.

The SENCO and all teaching staff involved with pupils attend all support plan/annual review meetings and the Chair of Governors is always welcome to attend any of 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.

The SENDCO attends all relevant training, network meetings and will conduct own reading and research.

How we include children with SEND in the life of our Academy

Where possible all pupils with SEND have access to all areas of Academy life. It is our belief that all young people should be able to access their school, friendship groups and build a community within our academy. Throughout the years at Hill Top we aim, through inclusion, to promote respect and understanding for all pupils regardless of ability or disability and 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.

We expect that all our children will benefit from a policy of inclusion; that children will realise that there are others with special needs different to their own and that these children are equal members of our academy. Conversely we consider it important that all our pupils (including those with special educational needs) feel themselves to be equal members of our academy. Please see SEND Policy and Inclusion Policy.

How we prepare children and young people to join our Academy

At Hill Top we have excellent links with our feeder Academys/nursery settings. Prior to transition, it has been common policy for SENCOs in the 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.

Within foundation staff, staff will undertake visits to both the home and in their current setting so they get an opportunity to observe the child in their current environment. A foundation Unit induction evening is held, where they can meet the adults and children they will be in class with.

How we prepare children and young people to move on from our Academy

At Hill Top we also have excellent links with our secondary Academy settings and prior to transition, meetings as outlined above are held in order to share key information and pass on relevant files. Transition work in Academy is carried out to support the child in getting ready for their move.

Throughout Year 6 the SENCO from the secondary Academy is invited to support plan/annual review meetings in order to set long term outcomes. Where it is thought by all professionals that special Academy is the most appropriate setting for a child at this stage, steps are taken early in the year to provide the appropriate evidence. The child is given the opportunity to go on visits to their new Academy with a member of staff if they feel more comfortable with a familiar face.

Contacts for more information

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