



Hillcross Primary School

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

The School SEND Information Report

Hillcross Primary School

September 2018



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| <p>1. How does Hillcross Primary School know if my child needs extra help?</p> | <p>At Hillcross Primary School, our pupils are identified as having Special Educational Needs and Disabilities (SEND) through:</p> <ul style="list-style-type: none">• liaison with previous school or pre-school setting;• pupils performing below 'age expected' levels or equivalent;• concerns raised by a parent;• concerns raised by a teacher, for example, an area of need that is affecting performance, or• liaison with external agencies that support children who have physical, sensory or speech and language needs. <p>We support the needs of the pupils with SEND according to the four categories outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years. They are:</p> <ul style="list-style-type: none">• Cognition and Learning:• Communication and Interaction:• Sensory and Physical needs,• Social Emotional and Mental Health. <p>We work together in partnership with parents to explore strategies to support our pupils to access the curriculum. We track pupils' progress through termly assessments. The Class Teachers review maths and English assessments and consider pupils' understanding, participation in class, as well as their social and emotional well-being. We follow the graduated response (Assess, Plan, Do, Review) when evaluating the impact of additional classroom support that is offered to our pupils.</p> <p>At times, when additional or different support or provision is required for a pupil, we work closely with parents and carers to ensure:</p> <ul style="list-style-type: none">• they understand why we are concerned,• our role in supporting the pupil's area/s of need, and• how home and school will work together to review the impact of the additional support given to your pupil, after the intervention period has taken place. <p>We support all pupils in class to access the curriculum and where appropriate offer small group and individual interventions for pupils with special educational needs. We also obtain advice and support from external agencies, including the learning behaviour and language specialists, the educational psychologist team, speech and language therapists, Early Years inclusion team, visual and hearing impairment services, sensory processing specialists, occupational therapists, physiotherapists, our school nurse, our TAMHS clinician (Targeted Adolescent Mental Health in Schools), behavioural specialists, NHS staff and a range of private medical specialists and therapists, as required - depending on the needs of your child.</p> |
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| 2. What should I do if I think my child may have SEN? | <p>Please speak to your child's class teacher about concerns relating to your child's academic progress or well-being. If your concerns are ongoing, please speak to the Phase Leader or Special Educational Needs Coordinator (SENDCo).</p> <p>If you are unsure of the relevant person to contact, please ask us and we will direct you to the relevant member of staff. Staff are on duty in the playground before and after school each day. You can also contact us by telephone or via the school email. We will arrange a mutually convenient meeting time, so that we can discuss your concerns and agree on the next steps to support your child's learning.</p> |
| 3. How will I know how Hillcross Primary School supports my child? | <p>We will meet with you to discuss your child's progress and provision at termly Parents' Evenings. For children who have been identified as having special educational needs, these will be discussed at the meeting. The SENDCo may also be present at the meeting to discuss your child's needs with you.</p> <p>Support plans are developed by your child's Class Teacher and the SENDCo in consultation with pupils, parents or carers. During times when your child needs support which requires a high level of funding beyond that available in our school's budget, the school and/or parents/carers may apply for top-up funding from the High Needs Funding held by our Local Authority. Ideally, school and parents work together to make this request, which is called a request for Statutory Assessment. If the request is accepted, Statutory assessments will take place and the level of funding your child needs will be considered. If funding, which is called High Needs Funding, is granted, then an Education, Health and Care Plan (EHCP) will be written; this will outline the aims for your child. An appropriate package of support is decided on by considering your child's attainment, rate of progress and what they find difficult. We use termly assessments and observations of your child's work to help us consider what level of support will benefit your child's individual needs at school.</p> <p>Specialist external agencies such as speech and language therapists or occupational therapists may also work with the class teachers and support staff to show them how to use specific programmes of support with the children.</p> <p>Our SENDCo and Deputy Headteacher meet with each class teacher on a termly basis to look at what improvements have occurred in attainment and progress as a result of the additional support that a pupil has received. We discuss the pupil's updated attainment levels, progress, as well as whether the current level of support being delivered is supporting them to 'catch up' with their peers. This helps us to develop the next support plan, which may include continuing with the same level of support, or the addition of a new type of intervention.</p> <p>Governors have assigned a SEND Governor who regularly liaises with the Senior Leadership Team and with the SENDCo. Updated reports are produced to report back to the full Governing Body on progress relating to SEND across our school. Governors are appraised on SEND Budgets – both income and expenditure, and they are made aware of staffing needs and issues to do with managing the support that is provided for children with different levels of SEND funding.</p> |



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| 4. How will the curriculum be matched to my child's needs? | <p>We carry out home visits for all new children to the school from nursery to year 6, so that we can quickly establish good relationships and identify any additional support that may be needed. Wherever possible, Early Years Foundation Stage practitioners also visit the previous setting of all children joining our reception classes. Information is shared from previous school – this may include a face to face meeting and/or a telephone discussion. This informs provision plans for children new to the school.</p> <p>Teachers use a range of teaching and learning styles to ensure that pupils of all abilities are able to access the curriculum, as they set appropriate and challenging tasks. When they are planning lessons, they include teaching strategies to support children on the SEND register, including children who are performing at, above and below age related expectations. We break tasks down as needed, and we also use other means, such as challenging independent activities and extension/enrichment work, differentiating through pace, task and dialogue, and including higher order questioning skills.</p> <p>If a child needs specialist equipment, we will ensure that it is made available, and that our staff members are able to support the child to use it during lessons. The class teacher is responsible for the overall planning and management of support and supports either an individual or a group of children in class at any one time. The class teachers and TAs are given additional training, as necessary, to ensure that they can deliver the optimum levels of support for the pupils in our care.</p> <p>Please also see our Teaching and Learning Policy and our SEND Policy for more detailed information.</p> |



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| 5. How will the school know how well my child is doing? | <p>We track whole school attainment and progress in reading, writing and maths. We look at the attainment and progress of various groups including our pupils with SEND, our children eligible for Pupil Premium, our pupils with English as an Additional Language, our more able pupils, ethnic groups and gender groups.</p> <p>We track attainment and progress of pupils by recording and analysing the percentage of progress that the children make on a termly basis. In some areas of the school, depending on the pupils' needs, we observe the pupil by way of incidental and targeted observations; these observations inform us of how the pupils are functioning, and supported, in their environment.</p> <p>We also use teacher observations, monitoring of behaviour logs, the Boxall Profile (which assesses how our children manage their own behaviour and feelings, how they respond to other children and interact with adults and how much they value themselves), our PSHE (Personal, Social, Health Education) lessons and social skills groups to identify and respond to need. We have qualified ELSAs (Emotional Literacy Support Assistants) and Learning Mentors in each of the key stage phases across the school. They work with children who benefit from support with managing their emotions. We have a TAMHS (Targeted Mental Health in Schools) clinician in school on a weekly basis to work with staff, parents and children.</p> |
| 6. How will I know how well my child is doing? | <p>We hold Parent and Teacher Consultation Events each term. In addition, each class runs a class celebration event annually which incorporates the opportunity for parents to look through their child's books with them during the school day. There are three further evening opportunities across the school year (one each term) enabling parents and carers to come into school with their child so that they can show you their books and tell you about the progress they have made.</p> <p>We communicate with parents on a more personal level in a range of ways, including by phone, email, notes in your child's book bag, letters, in person, text messages and the home-school communication books. The frequency of communication depends on the needs of a child at any given time. Children with particular individual needs may have an alternative communication procedure in place as necessary.</p> <p>For children on the SEND register we use an online secure provision map programme to log the support that their child is receiving. We also hold meetings between parents, school and a range of professionals, as appropriate to review provisions and decide on next steps for the pupil.</p> |
| 7. How will you help me support my child's learning? | <p>We hold meetings for parents when they join the nursery and reception classes to inform them about the Phonics check (Year 1) and SATS for Year 2 and Year 6 as well as transition from the Early Years Foundation Stage to KS1 and from Year 6 to secondary school. We also offer a 'Readiness for School' workshop for parents whose children are new to nursery.</p> <p>We offer a parenting programme (123 Magic) and consultations for parents, led by our TAMHS clinician, on subjects such as promoting positive</p> |



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| | <p>behaviour, sleep, healthy eating, transition, and dealing with bereavement, separation and divorce.</p> <p>The school website hosts a wealth of information about how to support your child's learning and development.</p> <p>Throughout the school year, we work with the parents to discuss their child's needs, as well as any support that could further benefit them. We encourage parents to adopt similar approaches at home to those used in school to provide consistency such as using a visual timetable to help keep your child with routines.</p> <p>Where external professionals are supporting a child's needs, for example, an educational psychologist or an occupational therapist, we offer support to parents and carers – to equip them to implement the tasks set for their child at home via invitations to specific workshops or individual meetings, as appropriate.</p> |
| <p>8. What support will there be for my child's overall wellbeing? How will my child's personal or medical needs be met?</p> | <p>The strong inclusive ethos in our school ensures children are kept at the heart of all we do. Our 'Thinking School' status and child centred approach to teaching and learning encourages and supports children to become enthusiastic, positive and resilient learners. We have a clear focus on raising standards in all aspects of the curriculum by inspiring children in their learning whilst also ensuring children develop the personal and social skills they need to be successful in life.</p> <p>We know that children learn more effectively if they feel valued, happy and secure. We aim to ensure that our children are respected as individuals and feel good about themselves so that they can achieve their very best within a safe, caring and supportive environment.</p> <p>In line with our mission statement, 'Educating Our Children Together', we have an excellent team of outstanding, experienced staff who are fully committed to working in partnership with families and the local community to ensure that every child in the school benefits from an environment where all children achieve success in both their learning and personal achievements.</p> <p>As a nationally recognised Thinking School we help children to develop a range of thinking processes that they can use to support their independent learning and problem solving. Children are given opportunities to reflect and develop knowledge about themselves and others, both in school and in the wider community.</p> <p>Our distinctive features include:</p> <ul style="list-style-type: none">• A child centred approach to teaching and learning which encourages and supports children to become enthusiastic, positive and resilient learners who are willing to have a go, are not afraid to ask for help and who feel bold enough to accept challenges.• A focus on key skills and a curriculum that, whilst encompassing the National Curriculum 2014, is rooted in talk for learning and the development of thinking skills which leads to relevant, meaningful and motivational learning experiences that are tailored to the needs of |



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each individual and ensures every child learns in an exciting and stimulating way.

- A warm and positive atmosphere where children and adults alike take pleasure from the excitement of learning and where emphasis is placed on developing confident attitudes to learning and positive relationships with others.
- A strong school ethos where all types of achievement, both in and out of school, are celebrated and where everyone has the confidence to share experiences and ideas. At Hillcross, diversity of experiences, cultures and individual qualities are enjoyed and appreciated and everyone is treated with a sense of equality and dignity.
- A wonderful physical environment that includes a large playing field, multipurpose sports arena, a copse, an allotment and climbing equipment outside, and inside offers an ICT suite, a library, a gym, a studio hall, spacious and well equipped classrooms and a number of smaller learning hubs.

Hillcross Primary School is a caring community. Our values are built on mutual trust and respect for all. Therefore, the primary aim of our Behaviour Policy is not a system to enforce rules but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults. We believe it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. We focus on developing specific Habits of Mind that help everyone in our school community to develop a positive, considerate mind-set. This enables children to grow in a safe and secure environment, and to become responsible and increasingly independent members of the community.

The Headteacher and attendance officer liaise with the educational welfare officer (EWO) to support with any issues that may affect a child's attendance. Our class teachers talk to parents about absence concerns, and we are able to offer support such as breakfast club, after school club and suggest a range of strategies to help children to get into school on time.

Supporting Children's Medical Needs

We work closely with Merton's School Nursing Team for children with medical needs and Merton Designated Medical Officer (DMO). Our staff team are trained in managing day to day medical requirements such as epilepsy and allergy medication. Our school nurse can help us develop health care plans for children who have diagnosed medical conditions. Our class teachers (with the support from the SENDco) completes, or updates, risk assessments as required. These risk assessments are then signed off by the school nurse and shared with all relevant staff members.

Most members of staff have received first aid training across Hillcross Primary School.



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| 9. How will my child be able to contribute their views on how things are going? | <p>Members of the senior leadership team are in the playground before and after school, and at playtime and lunchtime, for children to approach with their views.</p> <p>We have a School Council, where pupils from each class are elected by the children to represent them in school council meetings. The children's ideas for school improvement are discussed and recorded.</p> <p>We have a 'worry box' in every classroom, where the children are encouraged to write a note to the class teacher, should they have any 'worries', regardless of how small they may seem.</p> <p>On-going monitoring by school lead, including governors, involves the collection of pupil voice about a range of school issues including their views on what it is like to be a pupil at the school, as well as ascertain their view of the learning that takes place within their classroom - this may be general or subject specific. The monitoring may also relate to considerations to do with behaviour management across the school or playtime and lunchtime experiences, depending on the focus of the monitoring at the time, for example, health and safety or subject specific learning.</p> <p>We also ask the children to complete an annual pupil survey which feeds directly into the whole school improvement planning cycle.</p> |
| 10. What specialist services and expertise are available at or accessed by the school? | <p>The Headteacher has previously been a SENDco in two different schools. The SENDco has the SENCO accreditation from Roehampton University. She has previously worked as an Inclusion Manager - responsible for inclusion in a mainstream school. There is a variety of other expertise and experience across our staff team; we work collaboratively and flexibly to ensure that this is fully utilised to ensure all children are happy, secure and make the best possible progress.</p> <p>We obtain advice and support from external agencies such as learning behaviour and language specialists, educational psychologists, speech and language therapists, Early Years inclusion team, visual and hearing impairment services, sensory processing specialists, occupational therapists, physiotherapists, our school nurse, our TAMHS clinician (Targeted Adolescent Mental Health in Schools), behavioural specialists, NHS staff and a range of private medical specialists and therapists.</p> |
| 11. What training have the staff supporting my child with SEN had or are having? | <p>Staff members are encouraged to explore training opportunities that will benefit them in their role. They receive the training they need to support the children with whom they work. We encourage staff to continually update their skills and knowledge and hold regular staff INSET days. Our staff team who work with children who have specific medical needs receive specialised training, as needed. All staff have received ASD training from Merton Autistic Outreach service (MAOS).</p> |



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| | <p>We have a comprehensive system of Continuing Professional Development for all staff and this takes accounts of whole school priorities as well as more specifically targeted needs. This takes the form of external training courses and internal training but can also include visits to other schools with specialist staff, as well as input from external agencies such as the school nurse and speech and language therapist.</p> |
| 12. How will my child be included in activities outside the classroom including school trips? | <p>We actively promote the involvement of all our learners in all aspects of the curriculum, including extra-curricular or activities outside of the classroom. Reasonable adjustments are made whenever necessary to ensure that all children are included. here there are concerns regarding safety and access arrangements, further consideration is put in place to ensure needs are met.</p> <p>Risk assessments are carried out for all school trips, including non-typical activities or those activities that pose a challenge for a child with an additional need. If there is an issue around safety due to behaviour, we would act in accordance with our Behaviour Policy.</p> |
| 13. How accessible is the school environment? | <p>We value and respect diversity in our school, and do our very best to meet the needs of all our children and families.</p> <p>The school is fully accessible to wheelchair users. Ramps are provided to access all areas of the building. There is a disabled toilet and entrance doors are wide enough to enable wheelchair access. There is a lift to enable wheelchair access to the upstairs classrooms. Children with disabilities are encouraged to participate in after-school clubs and school visits are planned carefully to ensure they are accessible.</p> <p>The PSHE curriculum includes issues of disability, difference and valuing diversity. The library resources include books that reflect the range of special educational needs issues and come from a disability equality perspective. Opportunities to teach children via signs e.g. using symbols on displays and around the class are optimised.</p> <p>Our SENDco meets with the parents of children with additional medical needs in order to draft a risk assessment, and any reasonable adjustments that may be required to meet your child's individual medical need. In cases where more specialist advice is required, our SENDco will liaise with our school nurse and with the Merton Designated Medical Officer (DMO) to ensure that the correct procedures are followed.</p> <p>New families to the school can meet with our teacher who is responsible for supporting our pupils with English as an additional language (EAL), so that we can obtain information about their child. We will arrange for the provision of an interpreter if required. We have a register of all the languages spoken by our pupils, and certain members of our staff team often act as interpreters.</p> |



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| <p>14. How will the school prepare and support my child when joining Hillcross, transferring to a new school or planning for the next stage of their education, employment or training?</p> | <p>We carry out home visits for all new children to the school from nursery to year 6 so that we can quickly establish good relationships and identify any additional support that may be needed. Wherever possible, EYFS practitioners also visit the previous setting of all children joining our reception classes. For children who have been in a previous setting or school the member of staff will ask to see the child's current learning journey/school books. If children join us mid-year, we will also arrange for you and your child to tour of the school and if necessary we may arrange for another child to act as a buddy for the first few days that they are here. For children with English as an additional language we will try to arrange for your child to join a class where another pupil speaks your home language.</p> <p>As children move to a new year group, teachers have hand-over meetings at which they receive information about the attainment and progress of their new children and about any special needs and requirements.</p> <p>We support the transition from Primary to Secondary school with supported visits to the secondary school, visits by the secondary SENDco to our school to meet the child, meetings for parents, and if required, support for parents and children from our ELSAs or TAMHS clinician. We have close links with local secondary schools, and we work together to make use of each other's facilities, as needed</p> |
| <p>15. How are the school's resources allocated and matched to children's special educational needs?</p> | <p>The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.</p> <p>Allocation of additional resources is flexible in response to children's changing needs across the school and may be re-allocated termly after discussion with the class teacher and other staff who work with the children at pupil progress meetings or if a concern has been raised by them at another time throughout the year.</p> <p>Resources may include: deployment of staff, access to specialist equipment or access to targeted programmes depending on the child's individual circumstances.</p> |
| <p>16. How is the decision made about what type and how much support my child will receive? How will I be involved?</p> | <p>Allocation of additional provision across the school is flexible in response to children's changing needs. We discuss your child's progress and provision with you regularly at termly parents' Evenings and as required.</p> <p>As outlined in question 3, if your child needs support which requires a high level of funding beyond that available in our school's budget, school and/or parents and carers can apply for top-up funding from the High Needs Funding held by our Local Authority. Ideally, school and parents work together to make this request (called a request for Statutory Assessment). If the request is accepted, Statutory assessments will take place and the level of funding your child needs will be considered. If funding (called High Needs Funding) is granted an EHCP (Education, Health and Care Plan) will be written which will outline the aims for your child. The EHCP will describe how we will know if your child has met these aims (called outcomes) and what support</p> |



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| | <p>needs to be in place to help your child meet these aims.</p> <p>For a child with an EHCP, in addition to the termly pupil progress meetings an annual review meeting is held to update home and school on how the child is working towards meeting the outcomes of their EHCP.</p> |
| 17. How will I be involved in discussions about and planning for my child/young person's education? | <p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations, and operate an open door policy.</p> <p>As highlighted in question 16, parents are included in all aspects of the decision to request statutory assessment of a child for an EHCP - both in person and in writing. Parents attend Annual Review meetings which assess how the plan is working for the child. At these meetings the pupil is also invited to give their views and where possible, professionals involved with the care of the pupil. For children who do not have an EHCP, but are on the SEND register, parents attend termly SEND support meetings in school.</p> <p>Termly the class teacher will arrange meetings with SEND parents to discuss Support Plan targets and review provisions for children with SEND, where necessary our SENDco will also attend.</p> |
| 18. How can I be involved in the school more generally? | <p>Parents are welcomed into Friends of Hillcross (previously Hillcross PTA) which works to support the school by raising funds that are used to improve the school environment and provide equipment and resources.</p> <p>Volunteer parents work across our school in various roles, such as reading support, classroom support, trips and clubs.</p> <p>Parent Governors feedback ideas and concerns from the wider parent body.</p> <p>As already outlined in question 6, parents engage in a variety of communication means with the school – many specifically address areas relating to parenting and supporting pupils with special educational needs and/or disabilities (SEND). We ensure that the information delivered to our parents reflect the needs of our parent and pupil's community.</p> |
| 19. Who can I contact for further information? | <p>As a general rule, the class teacher would be the first point of contact for any matter and will either provide all the information required or refer parents on to our phase leaders, SENDco, Deputy Headteacher or to our Headteacher.</p> |



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| | <p>In addition, to ensure easy access and rapid response, parents can speak to members of the Senior Leadership Team in the playground at the beginning and end of each school day. Class teachers bring the children to the playground at the end of the day and are keen to communicate informally with parents at this time.</p> <p>Working parents are encouraged to use the school email to communicate with school staff, as well as the parent communication form, where they leave messages for the admin team to network out to our teachers.</p> <p>Our staff team are adept at promptly and proactively networking information in a variety of ways, if a concern may affect the well-being of any of our pupils. We aim to resolve any concerns as soon as possible and you will receive an update no later than two working days after raising a concern.</p> |
| 20. What should I do if I am considering whether this is the right school for my child/young person? | <p>The Headteacher holds tours of the school most Monday mornings for prospective parents, please contact the school office for specific dates.</p> <p>The London Borough of Merton handles all admissions to Hillcross Primary School and queries should be directed to them once you have decided you would like your child to attend Hillcross.</p> <p>For more information, please see http://www.merton.gov.uk/learning/schools/admissions.htm</p> |