



**SEN Local Offer template for settings,
schools and colleges**

Name of School	The Hills Academy
Type of setting	Primary school
Name of SENDCO	Venetia Thomson
Address	Stancliffe Road Bedford MK41 9AT
Phone Number of SENDCO	01234 266498
Fax Number	
Email of SENDCO	vthomson@thehillsacademy.co.uk
Website	www.thehillsacademy.co.uk
Link to SEN Information Report	On website
Link to SEN page of school's website	On website
Information Attached	Yes

School's Inclusion/Mission statement

The Hills Academy is an inclusive school and actively seeks to promote the inclusion of pupils with SEN and disabilities. We use our best endeavours to ensure that all pupils with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. We aim to engage the pupil, family, school staff and other professionals in genuine partnerships when planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all pupils at The Hills Academy have access to the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

We will use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

- 1.Communication and interaction,
- 2.Cognition and learning,
- 3.Social, mental and emotional health,
- 4.Sensory/physical.

1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

What opportunities are there be for me to discuss my child's progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college eg a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?

All pupils at The Hills Academy are aware of targets and next steps in their learning. They are supported

when needed to achieve and understand them.

Initial concern actions and interventions follow a monitoring cycle involving: assess–plan-do-review. Where a focus action or intervention with a pupil is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed and discussed with pupils and parents/carers through the Individual Education Plan or initial concern forms and updating of targets using our online Target Tracker system. This ensures that interventions are effective and that the school is continually striving to improve their programme of intervention.

Where a pupil is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in quality first teaching by class teachers, advice to teachers on a pupil's need and strategies to be implemented. Additionally, there may be one-to-one or small group targeted focus groups or specific intervention sessions or support from a Learning Mentor, the SENDCO or in-class Teaching Assistant support. Referrals may be made to outside agencies. Interventions may involve bespoke packages or a programme developed specifically for that pupil or group of pupils. Current support includes speaking and listening, reading and Numeracy interventions, focus groups for spelling, writing and handwriting, Social Skills, Emotional Literacy groups, Speech and Language Therapy support, Dragonflies (an outdoor learning group) and Individual Mentoring.

Carers and Parents of pupils with SEN will have regular meetings with school staff to discuss their child's progress, support needs, contribute support for the Individual Education Plan, add relevant content on the Pupil Profile Page for their child and any concerns they may have.

The school also has a parent support worker who holds weekly coffee mornings for informal parent support. Pupils may have a home school diary to enhance support. Each year, the school also holds a parental information evening, these have focused on English, maths and mental health recent years. Parents/carers are welcome to request a meeting or discussion with school staff or the Head Teacher if they have a concern. The school has a formal complaints procedure detailed in school policies.

2. How accessible is the setting / school / college environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

We use our best endeavours to ensure that all pupils with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision. Young people who are looked after by the Local Authority and who have SEN will have their needs carefully assessed to identify specific support needed to ensure that they are effectively included.

Adaptations and provisions are made for SEN and disabled pupils to enable them to participate in all school trips and other out of class activities. For example, pupils may need an individual risk assessment, modification for the trip or additional staffing needs. All our classrooms have flat or ramp access and our new build has a fully accessible design. For more information, refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website.

Pupils with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current pupils with SEN have been involved with the curriculum support clubs and after school clubs such as cheerleading and choir. Additionally, there is a termly outdoor learning group in school–Dragonflies. There is also the opportunity available to all KS2 pupils to attend the school residential trip.

SEN pupils fully participate in the school council, school productions, all school trips and the wider life of the school.

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- An new 8 classroom accessible new-build for KS2.
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections

- A Nurture Room has been developed to improve enrichment for vulnerable pupils.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

3. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?

The Hills Academy puts working with parents/carers and pupils at the centre of its work. Pupils are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Pupils with SEN are encouraged to express any concerns they may have to the SENDCO, Teaching Assistants, their class teacher, or any other member of staff with whom they feel comfortable to talk about their concerns.

At a quality first teaching level every child's progress will be continually monitored by the class teacher. Attainment and progress will be reviewed formally with the Head teacher and SENDCo every term in reading, writing and maths Target Tracker online data package supports and informs the monitoring and tracking progress. Regular book scrutinies and lesson observations will be carried out by the Head Teacher and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high. Year groups have English and maths assessments to give a summative assessment of where pupils are in relation to their Age Related Expectations. In addition at the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

In deciding if a pupil has SEN at The Hills Academy we use the definition from the SEND Code of Practice (2014). This states:

Special Educational Needs:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- ❖ A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- ❖ Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability:

Many children and young people who have SEN may have a disability under the Equality Act 2010 –that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

At The Hills Academy, children are identified as having **Special Educational Needs (SEN)** in a variety of ways including:

- Getting to know each child personally to determine their strengths and any areas of difficulty which may need support in order to achieve progress.
- Liaison with your child's previous school /early years setting.
- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.

- Concerns raised by your child's class teacher or school SENDCo (Special Educational Needs Co-ordinator), perhaps due to concerns over a child's rate of progress in a particular area
- Concerns raised due to behavioural difficulties or poor self-esteem which is affecting academic performance or socialisation.
- •Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- •Observation of the pupil indicates that they have additional needs
- Liaison with external professionals (e.g. speech and language therapist).
- A medical diagnosis.
- Observations (including learning walks),
- Pupil Premium interventions, and
- Self-referrals from pupils.

Children will be identified as having SEN if they require support which is **additional to, or different from**, that which is regularly provided for their peers.

Parents and Carers are at the centre of supporting their children. They are encouraged to contact any member of staff at school if they have any concerns about their child. We involve parents at an initial concern stage, in the development and implementation of an Individual Education Plan and their child's Pupil Passport They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. Regular contact with parents/carers of children with particular needs is welcomed in order to continually check that our provision for their child's learning and wellbeing is appropriate and effective. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school. The SENDCO is always pleased to discuss any concerns involving SEN with parents and carers. The school SENDCo Mrs Venetia Thomson and whose contact details are vthomson@thehillsacademy.co.uk, 01234 266498

4. How will early years setting / school / college staff support my child/young person?

Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?

Teachers are responsible for the learning and progress, in its widest sense, of all pupils in their classes. Support is offered to all children if they need it regardless of whether they have been identified as having SEND.

When they first start school during the year they are five, children are closely monitored against the EYFS stages of development. Strategies are put in place accordingly to meet the children's individual needs. Class teachers across the school will plan the provision for children with SEND, reviewing targets regularly and altering them, or the provision required to meet them, as necessary. This may mean different resources or extra teacher/teaching assistant support either within the classroom or outside it. The SENDCo monitors this process and the progress of the children regularly and provides advice if required.

Despite high quality teaching, some pupils are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need. Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

The SENDCo has spelling, reading, numeracy and handwriting assessments which support the

identification of pupils who may benefit from additional support. Staff track pupil progress using all available data and knowledge of pupils to identify pupils with additional needs and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENDCO.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.

The SENDCO will then investigate further by liaising with parents, gaining the views of the pupil, gathering more information about the pupil from other staff who teach or support them, carrying out testing as appropriate and referring the pupil via an EHA (Early help Assessment) if appropriate.

Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting will be arranged, including parents, to discuss the pupil's needs and subsequent actions.

Pupils with SEN will be placed on the school's SEN register, which is accessible to all staff in school. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENDCo, external verifiers,
2. Ongoing assessment and review of progress made by pupils with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Actions relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil with SEN.

Children's targets and progress will be discussed at least termly at parent/teacher consultation meetings and at any other time when a meeting is requested by either the teacher or the parent/carer. There will also be an annual review meeting for any children with an Education Health Care Plan

(EHCP).

5. How will the curriculum be matched to my child's/young person's needs?

What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?

The Hills Academy staff strive to provide high quality teaching to all of our pupils. Teachers prepare lessons which support the learning and progress of all pupils through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEN, in their classrooms (known as differentiation). Such in-class differentiation may involve many adaptations, modifications, additional resourcing and strategies, dependent upon the needs of the pupil such as targeted, time-limited focus group programmes. Personalised provision is also provided through adapted resources and interventions.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD (Continuing Professional Development) sessions on a wide variety of educational concerns, including SEN issues. Examples of 2017-2018 support staff CPD content included sessions and day courses on Autism, Speech and Language (4 day ELKLAN training attended by Mrs Souter and Mrs Thomson) , Numeracy, Safeguarding, marking guidelines and policies, medical conditions- Diabetes and Ehlers Danlos, EHCP (Education Health and Care Plans) and Guided Reading. CPD delivered in Safeguarding, Behaviour Logs and cascaded ELKLAN training, CHUMs Tier 1 contents, Autism awareness and Dyslexia- friendly classrooms .

6. What support will there be for my child's/young person's overall well being?

What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos.

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

The school offers a wide variety of pastoral support for pupils . This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Small group support is in place for pupil's well-being, delivered to targeted pupils and groups.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills

More specific support may involve bespoke packages or a programme developed specifically for that pupil or group of pupils. Current well-being support includes pre-teaching for confidence, Social Skills, Emotional Literacy groups, Dragonflies, an outdoor learning group, and individual mentoring.

We have good support from The Early help team and CHUMs for more specialist support.

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014and identified in the School Medicine Policy.

7. What specialist services and expertise are available at or accessed by the setting / school / college?

*Are there specialist staff working at the setting / school / college and what are their qualifications?
What other services does the setting / school / college access including health, therapy and social care services?*

Where a pupil with SEN is not making progress and The Hills Academy feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a pupil (with the parent's involvement) to an external agency and/or professionals for diagnosis, support or advice.

Subsequent to such a referral, we will work with the external agency to support such pupils, using their support and advice. The Hills Academy has a contract with the Local Authority Psychology Team

From the School Support Services to whom we make referrals for Advisory Teachers and Educational Psychologists. The Hills Academy also works with other external agencies such as:

The Child and Adolescent Mental Health Services (CAMHS)

Speech and Language Therapy

Physiotherapy and Occupational Therapy Services

CHUMS – counseling and bereavement

The vision clinic

The Advisory Teacher for Autism

The School Nurses (0-19 Team)

The Early Help Team

On our staff team:

4 Teaching Assistants are trained and accredited in the Better Reading Partnership

1 TA holds the Elklan Speech and Language Support for 5-11s accreditation

All staff delivering interventions have been appropriately trained 'in-house' and externally

2 Teaching Assistants have specific SEN training at Level 4

2 Teaching Assistants are trained learning mentors

Many other Teaching Assistants have NVQs at levels 2, 3 and 4

Our Teaching Assistants can deliver programmes written by external professionals for example, individual speech and language sessions and occupational therapy motor skills work.

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- how to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Enhanced training has been provided and the SENDCo on:

- Attendance at the termly SENDCo Professional study group updates eg:Dyscalculia and ADHD training from |NHS nursing team

Specialist training is being provided to the SENDCo on:

- The SEN Coordination award

The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant

The Governor with specific responsibility for SEN has completed the SEN Governor training.

We currently access the services of a variety of specialist staff who are employed by the local authority, social care or the health services. These include:

We also work closely with members of staff from CHUMS, CAMHS and the social care services as necessary. Our staff have all being trained in ensuring their classrooms are 'dyslexia friendly'. This enables them to support all children with learning difficulties, particularly involving reading and writing, whether they are considered to be dyslexic or not. This training will be updated during 2018-19.

All staff have an awareness of autism and the needs that may occur if a child has a diagnosis. They are offered further training if it is required, especially if they are going to be working directly with a child who is on the autistic spectrum.

The Assistant SENDCo has successfully completed the Elklan speech and language 5-11s course and has led TA training courses to cascade the knowledge and the skills she gained to benefit both children who have language difficulties and children who speak English as an additional language who are finding it hard to learn English skills.

8. How will my child/young person be included in activities outside the classroom including school trips?

Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?

Adaptations and provisions are made for SEN and disabled pupils to enable them to participate in the school council, school productions, all school trips and the wider life of the school. The needs of any child with SEND will have been considered before the visit is organised- for example, pupils may need an individual risk assessment, modification for the trip or additional staffing needs. However parent requests for a child not to attend a visit for particular SEND reasons (e.g. too distressing for a child with ASD) are honoured and alternative provision can be made in school on the day. In the past, parents of children with SEND have also been invited to attend the visit, in order to make a reasonable adjustment for their child.

Pupils with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current pupils with SEN have been involved with the following clubs: lunchtime and breakfast clubs, after school clubs such as cheerleading and choir. Additionally, there is a termly outdoor learning group in school—Dragonflies.

Our school grounds are fully accessible and so all activities can be attended by all children regardless of any disabilities. If participation in any activities outside the classroom such as PE is difficult for any reason, then the activity is adapted (with advice from specialists such as the occupational health team if necessary) so that children can take part in an activity that is similar and beneficial to their physical developmental needs. 1:1 support from a teaching assistant may be provided to enable this if necessary but every effort is made to involve children with the rest of their peers' activities wherever possible.

9. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?

A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. The Hills Academy creates its class groups with great care. The Leadership Team and class teachers work together to ensure that all available information is considered when classes are split after KS1, based on pupils' individual needs. Transition to new year groups or classes is carefully planned for individual pupils with SEN. Prior visits, photographs,

discussions and schedules for new activities are put in place if needed prior to the change. Classroom structure is also considered and adjustments made as required. Workstations are set up as needed in classrooms. Daily transition is also supported through visual schedules, based on PECS (Picture Exchange Communication System). Pupils' profile pages for pupils on the SEN register ensure smooth transition between class teacher and specialist teachers (eg music, French and computing) or supply staff have a clear picture of SEN pupils and how best to support them.

The Hills Academy understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and pupils, especially for pupils with SEN. Children with SEN who are coming to The Hills Academy from Nursery schools and other providers are visited in their current setting and a transition and, if appropriate, a planning meeting convened with parents/carers and other professionals. The SENDCo meets with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. Necessary adjustments and modifications can then be made to support the individual. If a child is joining our school with known SEND, extra visits in advance of starting can be arranged so the child can become used to the setting and the child's needs are fully met as soon as possible after they start. Pupils remain at the Hills Academy until the end of Year 6. Parents of pupils with SEN will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Before the point of transition, Secondary school staff will visit and meet with Year 6 teachers and pupils, to gain as much information as possible about pupils, including SEN information. There will be a secondary school transition day. For pupils with SEN, the SENDCO and Assistant SENDCO at The Hills Academy will liaise with SENDCOs from our secondary schools and all relevant information, including SEN files, will be transferred. SEN pupils can request additional visits to schools and if indicated a multi-professional meeting is held to further inform transition.

Parents/Carers of pupils with SEN at The Hills Academy are also invited in to a weekly coffee morning to get to know how other parents and our parent support leader, Mrs Marcia Harcombe.

For pupils with Education Health and Care Plans, the SENDCO will organize the annual review meetings to ensure that we are fully informed and able to maximize individual progress. SENDCOs from the secondary schools which our pupils transition to will be invited to Y6 pupil reviews.

10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

How is the decision made about the type and how much support my child will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / college's special educational needs budget allocated?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. Decisions about changes to the type of support a child needs and its frequency are most often made following a review of their progress which happens formally each half term in Pupil progress Meetings with the Headteacher, SENDCo and class teachers but in reality is ongoing by the class teacher through a frequent target setting and review cycle.

If a child is making appropriate progress then whatever support they may receive is maintained as it is working. Support may be reduced gradually in order to encourage greater independence in learning if progress has been particularly good but this is monitored closely to ensure the rate of progress does not slow down.

If a teacher has concerns about a child's progress or wellbeing in any area of the curriculum, or a parent expresses a concern, then the provision for that child is reviewed by the class teacher and SENDCo and initial concern strategies are put in place if it is considered to be beneficial to the child's

learning. These are reviewed with the parent on a 6 weekly cycle and amended and added to as necessary. These changes are discussed with the parent whenever possible.

If several strategies have already been tried and progress continues to be slow, then additional testing by the SENDCo takes place or advice is sought from a relevant specialist. The strategies they advise are put into place and regularly monitored with them and parents/carers until the child begins to make appropriate progress again.

When a pupil has been identified as having special educational needs (they continue despite well-differentiated and high quality first teaching to need provision which is different from and additional to the cohort), the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Special Educational Needs Coordinator and/or external specialists.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents

Where a pupil with SEN is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Local Authority for an Education, Health and Care Plan may be considered.

Parents/carers, the pupil, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Pupils with SEN who secure an Education, Health and Care Plans will receive a higher level of support than other pupils and such support is co-ordinated by the SENDCO. Their Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, pupil, the Local Authority and appropriate outside agencies.

For pupils with SEN but without an Education Health and Care Plan, the decision regarding the support provided will be taken following a meeting with the SENDCO and Headteacher.

The Effectiveness of SEN provision will be measured using both qualitative and quantitative data.

- Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes
- Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level.
- This data will be shared termly with governors and be judged by external moderators such as Ofsted

The school has a notional SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children. This can be:

- Providing specialist equipment to support a need e.g. a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion.
- Providing additional intervention programmes to help a child learn and progress.
- Providing a Teaching Assistant to support small group learning.
- Providing any resources to support learning in any area.

For those pupils with the most complex needs, the school may be allocated additional educational

needs funding from the Local Authorities High Needs SEN Funding allocation.

11. How are parents involved in the setting / school / college? How can I be involved?

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

Parents are at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to support at an early stage (on an initial concern form), investigation of a potential diagnosis, referral to external agencies and planning support.

Carers and Parents of pupils with SEN will have regular meetings with school staff to discuss their child's progress, support needs and any concerns they may have. Targets and next steps for all of our pupils will be readily available and accessible in the pupil's books and at parental consultation evenings.

Parents/Carers of pupils with SEN at The Hills Academy are also invited in to a weekly coffee morning to get to know other parents and our parent support worker, Mrs Marcia Harcombe.

If parents wish to discuss something regarding their child's SEND, the class teacher is the first point of contact as they will be the member of staff who knows your child best. If parents/carers are worried for any reason and the class teacher is unable to assist, an appointment can be made with the SENDCO depending on the nature of the concern. The SENDCO is always pleased to discuss any concerns involving SEN with parents and carers. Parents/carers are also welcome to request a meeting or discussion with the Head Teacher if they have a concern. The school has a formal complaints procedure detailed in school policies.

If you are considering whether your child with SEND should join our school, please contact the main office and arrange an appointment to speak with the SENDCO.

12. How are children and young people included in the planning for their support and provision?

How do you involve my child in planning what their education provision and support looks like? How are children and young people supported to ensure that their voice is heard?

The Hills Academy puts working with parents/carers and pupils at the centre of its work.

Pupils are regularly involved with reviewing their progress with relevant staff. Pupils with SEN are encouraged to express any concerns they may have to the SENDCO, Teaching Assistants, their class teacher, or any other member of staff with whom they feel comfortable to talk about their concerns.

For pupils with Education Health and Care Plans, the SENDCO will organize the annual review meetings to ensure that all adults involved with a pupil are fully informed and able to maximize the pupil's individual progress.

This school uses pupil profile pages. These are completed by the staff, parents and the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success.

Each term, profile page and IEP information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

13. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer

If you wish to discuss your child's special educational needs please contact your child's class teacher or

the SENDCo. For complaints, please contact the Headteacher via the school office.

SEN Contacts

Key staff working with pupils with SEN are as follows:

SENDCO: Mrs Venetia Thomson

Responsible for:

Implementation of the school's SEN policy

Management of the day to day support, progress and inclusion of all pupils with SEN

Identification of pupils with SEN

Liaison with parents, pupils and outside agencies

Providing support and training for all school staff on SEN needs

Liaising with feeder nursery settings and secondary schools

Contact Details

The Hills Academy

Stancliffe Road

MK419AT

01234-266498

vthomson@thehillsacademy.co.uk

ASSISTANT SENDCO: Mrs Elayne Souter

Supporting the implementation of the school's SEN policy

Assisting in the management of the day to day support, progress and inclusion of all pupils with SEN

Liaison with parents, pupils and outside agencies

Liaising with secondary school SENDCOs to support transition

Leading the Learning Mentor Programme and Better reading Partnership

Assisting in support staff training including the delivery of cascaded Elklan training

TEACHING ASSISTANTS: Working with SEN pupils in class and on focus groups or intervention programmes.

SEN GOVERNOR: Mr Chris Jones

Local Offer

Bedford Borough has written a Local Offer of services and facilities available to young people with SEN and their families. To see their local offer click on the link below.

<https://sendguide.bedford.gov.uk>

Are you a school specifically supporting people with:	Please Tick
Autistic Spectrum Conditions	
Communication Impairment	
Hearing Impairment	
Learning Disability	
Mental Health Conditions	
Visual Impairment	
Physical Impairment	
Other (please specify)	

Please tick the categories which your School/Centre offer:

AGE

Provision for Under Fives?
Provision for School Age Children?

Provision for 16+
Provision for 18+?

SUPPORTING PEOPLE WITH:

Autistic Spectrum Condition?
Communication Impairment?
Heath Impairment?

Learning Disability?
Visual Impairment?
Physical Impairment?

Mental Health Condition?

SERVICE/PROVISION TYPE:

Universal Provision?

Targeted Provision?

Specialist Provision?

EDUCATION

Education?
School?
College?
SEND Support Service?
Primary School?

Secondary School?
Special School?
Lower School?
Middle School?
Upper School?

CARE AND SUPPORT

Care & Support?
Children's Service?
Adults Service?

Independent Living?
Community Inclusion?
Adults Support Service?

Child Development Centre?

HEALTH

Health?
All Health Services?

Service for 18-25yr Olds?
Service for School Age Children/Young People?

EARLY YEARS

Early Years?
Children's Centre?
Education Setting?

Childcare?
0 to 5 Health?
Community Group?

PREPARING FOR ADULTHOOD

Preparing for Adulthood?
Training Provider?

Employment and Education?
Apprenticeship?

LEISURE

Leisure and Activities?

Database Permissions

In line with the Data Protection Act (1998), your consent is required in order to ensure that your information can be shared with the public and professionals.

I consent to you making available the information I have supplied in the following ways: (please tick)

In writing and on the telephone	Yes
On the internet	Yes

Data Protection: All information you send will be kept strictly confidential and used only by Bedford Borough Council and partner agencies. You have the right to ask for a copy of any data we store about you by contacting us in writing.

Once completed please return this form directly to us. Thank you for taking the time to complete this form. Please return to localoffer@bedford.gov.uk

Please attach any leaflets you provide or additional information for parents and young people.

If you have any questions about any part of this form please contact us:

Email localoffer@bedford.gov.uk
Telephone 01234 276054
Fax 01234 228306

We would prefer you to return this form electronically, however if you wish to print out this form and return it in the post our address is:

**Local Offer Team
Bedford Borough Council
5th Floor, Borough Hall
Cauldwell Street
Bedford
MK42 9AP**