



# Little Hill Primary School

## Special Educational Needs and Disabilities (SEND)



Information Booklet



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# What are special educational needs and disabilities (SEND)?

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Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their behaviour or ability to socialise, for example pupils with autism may struggle to make friends. They can affect academic learning, for example a child may have reading problems because they have dyslexia. They can affect their ability to understand things or their concentration levels, for example because they have ADHD. They may also affect their physical ability. The broad areas of special educational needs that we support at school are:

- Cognition and Learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical or sensory difficulties

## Our aims for pupils with SEND

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Our aim for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them.

We are a very inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision.



Family forums for SEND are the icing on the cake for SEND provision at this school

# How do we involve, parents, carers and families?

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We are a friendly and approachable school. We actively encourage partnerships with parents, for instance through our parent and family forums for SEND issues. Our aim is to inform and involve parents as much as possible in school decision making and provide them with support, advice and access to services. Our parents appreciate this approach.

Our view is that you are the expert on your child's needs and for that reason we will encourage you to take the lead when producing profiles for your child and setting outcomes.

## How do Pupils participate?

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We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have pupil centred passports or profiles that are produced in conjunction with the pupil and family and enable them to identify their strengths and weaknesses, ways of learning best and what support they may need.

We have pupil centred reviews that allow us to capture the views of your child and these will often involve your child preparing what they want presented at the meeting and helping to set the agenda.

My profile helps me talk about the support I need so that all the teachers know

The SEND forums allow you to talk about issues in a supportive environment and get help from other services



# What is our approach to teaching?

We are a supportive and nurturing school and we are lucky to have a very dedicated staff team, all of whom view themselves as teachers of all pupils with SEND. Our staff are always developing their skills to ensure quality provision for pupils with a range of learning needs.

We have a clear approach to training and developing teams, so that for each category of need we have staff with more in depth expertise, staff with specific training and then all staff given training in a broad understanding of the difficulty. Our overall aim is to provide the highest quality of teaching for all pupils.

We are inclusive and understand the need for adjustments and additional support in class for some pupils.

## What school policies do we have?

The school has a policy for Special Educational Needs and Disabilities which explains how we identify pupils with SEND and what procedures we have in place.

Additional policies, including our mental health and wellbeing policy, and policy for supporting pupils with medical needs also outline how we aim to support pupils with additional needs and can be found on our policy section of the website.

We are also unique in that we have worked closely alongside our SEND parents of pupils with different areas of need and with agencies with expertise to produce our school offers on SEND areas. These are currently for Autism, Dyslexia, Speech and Language and Mental Health and Wellbeing Support and can be found at the end of this information booklet.



Our Autism training has been excellent and really helped me, as a teacher, understand the issues



Involving parents in developing policies is excellent practice and one that I will be sharing with our specialist teaching services



# Our school procedures

At each stage it is important to follow an assess, plan, do, review cycle

Our procedures allow early identification of difficulties and close monitoring of progress in response to additional provision.

**Identification**- This could be from concerns raised by pupils, parents and families or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified.

The stages include:

**Early Response Stage**- Where your child's teacher will work with you to develop an understanding of your child's profile and potential additional needs. They will discuss what adjustments and provision can be made in class. Your child will have targets which will be reviewed with you termly.

**SEND Support Stage**- Where the school's inclusion manager and class teacher will work with you to provide a plan for your child and identify the category of need. We will look at the outcomes you and your child want and the additional support that can be put in place for them. Your child will continue to have targets that will be reviewed with you termly.

**SEND Support Plan** - At this stage it may be decided that more support is needed to enable progress. Where an outside agency is involved with your child, then often a support plan is put in place to help carry out the advice effectively.

**Education Health and Care Plan (EHCP)** - If your child has more complex and enduring needs, or remains significantly behind, then a request for 'statutory assessment' can be made. If an Education, Health and Care plan is agreed then your child is likely to have more specialist provision and additional adult support. You will also have person centred review meetings each year to talk about their achievements and progress, and what is working and isn't working well.

Close links with outside agencies are important in the process



# How do we assess and review progress?

Your child's progress will be reviewed with you at their review meeting. This takes place each term and you will be able to book a longer slot. At the meeting we will review your child's progress based on the outcomes and targets that you agreed together. Information will be shared with you on how they are progressing in class. You may discuss their personalised support and the teacher will talk to you about the information from test results or assessments.

## Measuring effectiveness

We track the progress of our SEND pupils, and evaluate their SEND provision, very carefully. We look at how well they are meeting objectives and how well support is meeting needs. We use test and assessment data to help us measure progress. Our inclusion manager works alongside school leaders to undertake purposeful, and connected, monitoring of all of our SEND procedures and provision to check its effectiveness. This includes observing lessons and looking at work in books.

We have a robust data tracking system that uses target tracker analysis, test data and master tracking grids to look at groups of pupils

# Supporting pupils transferring

We understand that transitions can be particularly difficult for pupils with special educational needs and we work closely with other schools and agencies to ensure as smooth a process as possible. We can arrange additional support for their high school transfer such as extra visits. If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have close links with our feeder nurseries and our local high school. We will visit your child in their nursery setting to get to know their needs. Children with EHCP plans will have transfer review meetings for high school and nursery.

Thank you for all the fantastic support at Little Hill. We feel confident that our child is ready for the next stage of their education



# Help for your child

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Adapting the curriculum and learning environment is part of the support for pupils with special educational needs. Teachers differentiate and group children flexibly to allow your child to achieve in the areas they are able to, and to work with all members of the class. We will follow up any difficulties with pre-teaching or sessions post teaching on areas they need more support with. They may work in additional guided groups with a learning support assistant or teacher.

## Additional support, equipment and facilities

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If your child is on the SEND register they will have some additional provision or intervention to help meet their needs. All schools have a 'notional' SEND budget to help meet this additional provision. This could be extra maths, reading, writing, spelling or phonics groups. The level of support they get will depend on factors like their overall progress and attainment compared to their class or age-related expectations.

We will also look at barriers to learning and more specific difficulties. Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids or adapted writing materials.

Specialist intervention programmes may be provided such as 1 to 1 reading coaching, speech and language groups or physical therapy programmes. Some pupils may follow a more personalised curriculum and have additional 1 to 1 adult support. Some pupils may have additional access to the school's inclusion hub classroom.

It is important to provide access to quality teaching as well as making adjustments



# Equal access for all

We aim to have pupils with SEND fully represented in all areas of school life. This includes monitoring to ensure their inclusion in awards, school productions and as representatives. Our reward systems are based on attitudes to learning and values, allowing all children to feel a sense of achievement

We interview our SEND pupils each year and see what support they suggest, and what they want to be involved in. We ensure they have access to extra-curricular clubs including sports teams, as well as arranging for extra-curricular clubs to meet particular needs.

We have an accessibility plan that includes aims, such as our commitment to making adjustments for off site visits so that your child is given as much access as possible.

As a parent of a child with SEND I would like to applaud you on your can do, will do, could do attitude



## Responding to concerns and worries

We are a very approachable school and all of our staff are easily available. You can chat to your child's teacher at the end of the day or arrange appointments through the school office, or use class dojo or email a member of staff through the office if you prefer.

Our parents often tell us that they are very happy that their concerns are dealt with promptly. We will ensure an appointment is made with the inclusion manager or the headteacher as soon as any concern is raised and then we will agree some actions together and arrange a time to review how it is going.

If you have an issue that you don't feel can be resolved in school you can also approach our governing body. Our SEND governor has a wealth of experience in working with children and families and would be happy to help. Our governors can also help with complaints procedures.

I can't fault the school, you have acted on concerns quickly and put things in place



# Our Autism Offer

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Autism is believed to occur in about 1 in 100 people. It is a lifelong disability which affects how a person communicates with others and relates to the world around them.

## Staff training

- Our classrooms are autism aware. Our staff have had training in autism awareness. We also understand the need to provide classroom adjustments for some pupils.
- A further group of teaching staff have received additional training in autism (tier 2). We also have staff with specific training in social stories, friendships and social skills for autism and helping with anxiety.
- 2 members of staff are tier 3 trained and have a more in depth understanding of autism and how to lead on this area in school. Both members attend lead practitioner meetings termly to keep their knowledge up to date.

## Personalised Support

- We have used the Autism Education Trust tools to evaluate our practice and have clear guidelines for use in our school classrooms. Our autism offer was produced in partnership with parents of pupils with autism and with relevant outside agencies including **Autism Outreach** and **The Autistic Society**.
- We use visual timetables and additional visual menus to support pupils and provide clear routines and structures.
- We use sensory profiling and the Autism Education Trust progression tool to ensure our provision is personalised for pupils with autism.



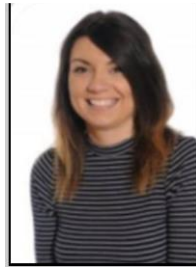
# Our Autism Team

Mrs Roberts



As SENCo/Inclusion lead I co-ordinate the school's autism provision and monitoring its quality.

Mrs Parr



As lead practitioner for autism my role is to support staff, develop training and raise the profile of autism through

Mrs Smith



As a Higher Level Teaching Assistant and further trained staff member, I can help support provision for some pupils with autism or communication needs.

## A partnership approach

- We offer parents support at identification stage and clear pathways to help them investigate a diagnosis, including access to **Educational psychologists** if autism is widely suspected. We communicate effectively with **Paediatricians** and will arrange MDT meetings where professionals have identified the need to investigate autism.
- We work closely with the **Autism Outreach Service** and our key link adviser Rob Baverstock. We access training and support from the service when a specific need is identified. We can also commission independent advisers if a child does not have a diagnosis but a need is recognised. **Birkett House Outreach** service are also a valued source for specific advice.
- We encourage and promote diversity and understanding of autism, this includes taking part in autism awareness events like world Autism Awareness month in April.



# Our Dyslexia Offer

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Dyslexia is a learning difference that affects about 10% of the population, some more severely than others. It predominately affects the skills needed to learn to read with fluency and accuracy and spell accurately.

## Staff training

- We offer dyslexia friendly classrooms with additional access to adjusted reading materials for pupils with identified needs. Our staff have been trained in dyslexia aware teaching practices, including multi-sensory learning.
- Our Learning Support Assistants have been trained in 'Reading Coaching' techniques, in miscue analysis and in support for pupils with reading difficulties.
- All of our foundation and KS1 staff have expertise in teaching active phonics.
- Our inclusion manager is a specialist advisory teacher for dyslexia and has a diploma in specific learning difficulties. She has lead practitioner and assessor status from the **British Dyslexia Association (BDA)**.



## Personalised Support

- We use dyslexia aware guidelines in our classrooms. We have a clear structure of support, produced in partnership with parents of pupils with dyslexia, and with parents who are dyslexic themselves.
- Where appropriate we offer 1 to 1 and small group, specific interventions known to work well for dyslexia. This includes reading catch up programmes and reading with phonics programmes.
- We provide more personalised support programmes for those pupils with more persistent difficulties and we employ a specialist teacher for literacy difficulties including dyslexia.



# Our Dyslexia Team

Mrs Roberts



As a dyslexia specialist and advisory teacher with the Learning Support Service I am able to give the school access to a range of outside agency expertise for dyslexic difficulties

Mrs Wilkinson



I am the school's lead learning support assistant for reading interventions. I have been trained in a range of interventions, including using Reading Recovery methods.

- We offer a clear pathway to identification of dyslexic difficulties, which includes monitoring those children at risk from the foundation stage.
- We monitor progress closely using a range of diagnostic tests as well as small steps tracking as well as reading benchmarking.
- The school raises the profile of dyslexia, for instance as part of Dyslexia Awareness week.
- We have a wide range of dyslexia friendly and catch up reading schemes and can use additional technology to support pupils with dyslexia.
- We have strong links with **The Learning Support Service** specialist teachers for dyslexia and the **Leicester Dyslexia Association**.



# Our Mental Health and Wellbeing offer

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We recognise the importance of good mental health and promoting wellbeing in a positive way. We also understand that mental health problems are a growing concern for schools, with 3 pupils in each classroom expected to develop some sort of mental health difficulty in the future.

## Our Support Structure



We have developed strong tiers of support to ensure the wellbeing of all of our pupils and promote the development of self awareness, emotional regulation, social and relationship skills, and problem solving.

### **Universal support**

A nurturing school ethos and a strong set of school values. An emphasis on developing character.

A PSHE curriculum that addresses mental health and a clear anti-bullying policy.

Wellbeing support for all pupils including lunchtime clubs and mentoring and 'Time to talk' opportunities.

### **Targeted Support**

We have invested in staff training for mental health and wellbeing groups and we have an outstanding Emotional Literacy Support Assistant (ELSA) who supports pupils in 1 to 1 and group sessions.

### **Specialist support (Time4you)**

We are able to refer on to more specialist support such as professional counsellors



# The 'ELSA' role

As Emotional Literacy Support Assistant (ELSA) I have completed a years' professional training with the **Educational Psychology Service** in supporting children with social, emotional and mental health difficulties. I can offer support for a range of issues including bereavement, emotional problems, family break-up and friendship issues.

Mrs Richardson



## Commitment to Mental Health work

- Our staff have been trained in an understanding of mental health difficulties and what to look out for.
- We have a qualified lead mental health first aider in school (MHFA from **Mental Health England**)
- We keep staff up to date with additional training, for instance on awareness of attachment difficulties and on emotion coaching techniques from the **Virtual School Team**. We use **Oakfield Outreach support** for training in de-escalation and support needs
- We track children's wellbeing progress and use additional assessment measures such as emotional literacy scales and Boxall profiles.
- We work closely with parents and have for instance had a family forum on mental health supported by the **School Nurse Team**, and **Educational Psychologists**.
- We promote mental health awareness raising amongst children, staff and families, through events such as Child Mental Health week aligned with the charity **Place2Be**.
- We work closely with, **Social Services**, **Family Support Workers**, **ADHD solutions** and with professionals from the **Child and Adult Mental Health Services (CAMHS)**.



# Our Speech and Language Needs offer

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Speech, language and communication needs are widespread and affect many pupils in different ways. Language difficulties are also thought to be a strong predictor of later problems with maths and English.

## Our commitment

- We have a strong emphasis on the importance of child talk over teacher talk. We promote a range of well-founded teaching techniques to promote talk in the classroom that involve different ways of grouping and assigning talking roles.
- We believe that early intervention with speech and language difficulties is vital and we screen and support early in the early years' foundation stage. We use a range of resources including The Communication Trust and 'Every Child A Talker' as monitoring tools to support and measure progress.
- Language development is promoted throughout school and across the curriculum. The school have invested training in initiatives like 'Book Talk' and 'Word Aware' with a strong focus on developing vocabulary and understanding.



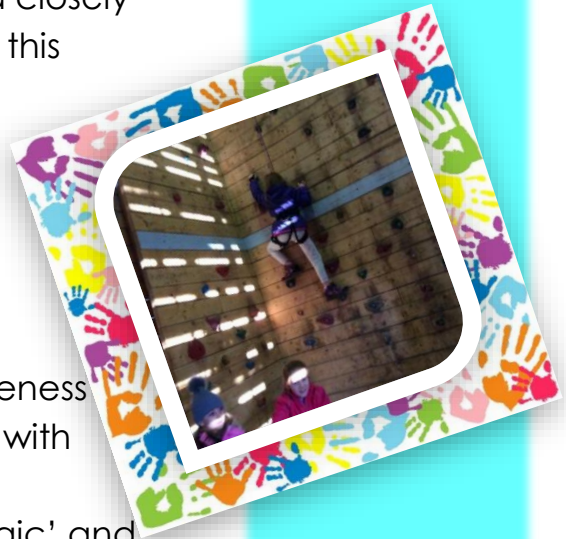
# Our ADHD Offer

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Attention Deficit Hyperactivity Disorder (ADHD) is a complex condition. It is thought to be connected to difficulties with the neurotransmitters in the brain. It can affect the control of functions such as attention, impulsivity, emotions and memory.

## Our commitment

- Our school understand that the impact of ADHD on a school can be immense if it is unrecognised or not managed well. Our school are currently completing the **ADHD Kitemark Award**. This has involved working alongside other schools in the city and county to improve our provision in this area. The Kitemark is led by the organisation, **ADHD Solutions**. They have worked closely with us to help us meet the quality standards for this award.
- We have trained all of our teaching, support and lunchtime staff in ADHD awareness.
- We have offered parents support through SEND forums looking at ADHD awareness.
- In many schools ADHD is underdiagnosed and overlooked. In our school staff have good awareness the condition and we have identified our pupils with ADHD or ADHD traits.
- Our teaching staff have had training in '123 Magic' and 'Emotion Coaching', both approaches work well for pupils with ADHD.
- Our parents have been given additional opportunities to attend workshops on other areas related to ADHD. These have included support for behaviour management and sleep, diet and medication.
- We have clear practices and procedures in place to support pupils with ADHD including environmental audits.



# Our ADHD Staff Team

Mrs Roberts



As SENCo and Inclusion lead I am able to support staff in their work with pupils with ADHD or ADHD traits. As an advisory teacher I have undertaken further research in executive function difficulties.

Miss Worthington



As lead practitioner for ADHD I have been able to steer the school towards gaining the ADHD Kitemark qualification. I have built up a bank of resources to use to help staff in their understanding and identification, as well as support for ADHD.

## Working in partnership

- We work closely with **ADHD Solutions** and our area lead, **Ian Hall**. We have built this relationship up over a number of years and as part of our commitment to the ADHD Kitemark.
- We work with our area **paediatricians** and liaise with and provide additional information in the form of checklists, reports, access to observations as well as advice around additional tests such as the use of computer based motion and attention tracking tests (Qb).
- We have strong supports structures in place to support areas of difficulty including emotional regulation, attention and concentration. This includes the use of mindfulness and calming techniques and additional resources such as concentration aids.

# Further information

In school you can get further information and advice from our members of staff.	
Advice on all SEND related issues for your child or access to services	<b>Mrs Thea Roberts</b> Inclusion manager /SENCo She can be contacted at the school office or through email: <a href="mailto:office@littlehill.leics.sch.uk">office@littlehill.leics.sch.uk</a>
For advice on additional concerns about issues with SEND	<b>Mrs Vina Pankhania/ Mrs Helen Cartledge-Splitt</b> Headteacher/Acting Headteacher <b>Mrs Fiona Weston</b> SEND governor (through the school office)
For advice on emotional wellbeing and mental health	<b>Mrs Nuala Richardson</b> Emotional Literacy Support Assistant (ELSA) She can be contacted at the school office or through email: <a href="mailto:office@littlehill.leics.sch.uk">office@littlehill.leics.sch.uk</a>
For advice on Autism	<b>Miss Amy Stewart</b> Lead Autism Practitioner She can be contacted at the school office or through email: <a href="mailto:office@littlehill.leics.sch.uk">office@littlehill.leics.sch.uk</a>
For advice on Attention Deficit and Hyperactivity Disorder (ADHD)	<b>Miss Claire Worthington</b> She can be contacted at the school office or through email: <a href="mailto:office@littlehill.leics.sch.uk">office@littlehill.leics.sch.uk</a>
Out of school you can get additional support and advice from a number of services	
Support for dyslexia	<b>Leicestershire Dyslexia Association</b> <a href="http://ldadyslexia.org.uk/">http://ldadyslexia.org.uk/</a> <b>Fiona Hossack</b> (Teaching co-ordinator) Tel: (0116) 2415153
Support for autism	<b>The Autistic Society</b> <a href="https://www.leicestershireautisticsociety.org.uk/">https://www.leicestershireautisticsociety.org.uk/</a> <b>Jenny Cornwell</b> (LAS Chair) 07775 777524 <a href="mailto:cornwells@hotmail.co.uk">cornwells@hotmail.co.uk</a>
Support for mental health	<b>Child and adolescent mental health service (CAMHS)</b> Leicestershire and Rutland Team 0116 2952992 <b>Young Minds</b> helpline: tel:0808-802-5544
Support for ADHD	<b>ADHD solutions</b> <a href="http://cmsms.adhdsolutions.org/">http://cmsms.adhdsolutions.org/</a> <b>Ian Hall</b> (Wloston area) Tel- 0116 261 0711

# Contribution to the local offer

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Our school intends to align itself closely with the local authority local offer and information about the Leicestershire local offer regarding SEND can be found here:

[www.leicestershire.gov.uk/local-offer](http://www.leicestershire.gov.uk/local-offer)

## School information

School/College Name:	Little Hill Primary School
Address	Launceston Road Wigston, Leicester. LE18 2GZ
Telephone number	0116 2811963
Name of Head teacher/Principal:	Mrs Vina Pankhania
Head teacher/Principal's contact details:	office@littlehill.leics.sch.uk
Website address:	http://www.littlehill.leics.sch.uk
Twitter Feed details	@LITTLEHILLSCH
Specialism	Mainstream
Date of Last Inspection:	March 2017
Outcome of last inspection:	Outstanding
Does school/college have a specialist designated unit/additional learning support department?	No
Total number of students with special educational needs at college/setting :	46
Number of students receiving additional learning support:	<ul style="list-style-type: none"><li>▪ Total: 46</li><li>▪ No with EHCP: 13</li><li>▪ No with Top Up Funding: 0</li><li>▪ No at SEN Support : 33</li></ul>



Giving children a flying start

