



School's Information Report

(Reviewed November 2023)

At Hillmead Primary School the Head Teacher, Teachers, Special Educational Needs Coordinator (Senco) and learning support assistants frequently discuss the progress of all pupils. With regards to special needs, it is important to address the difficulties some children experience, for whatever reason. This may involve short periods of intervention in a particular area, focussed help within the classroom or, with consultation with the parents, referral to an outside agency to ask for advice on a child's additional needs.

All Hertfordshire schools maintain a similar approach.

Key to abbreviations used

SEND	Special Educational Needs & Disabilities
SENCO	Special Educational Needs Co-ordinator
EP/Ed Psyc	Educational Psychologist
SpLD	Specific Learning Difficulties
EHCP	Education, Health & Care Plan
CAF	Common Assessment Framework
TAF	Team around the Family

1. How does the school know if the children need extra help and what should I do if I think my child may have SEN

- According to the new SEND Code of Practice: 0 to 25 years, 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'
- Class teachers regularly monitor progress through regular assessment. They know the children well. When progress and attainment are significantly below age related expectations further assessment may be necessary.
- The class teacher should be the parents first port of call- either at parents evening or ask for an informal meeting.
- Parents are encouraged to share concerns.
- Sometimes it might be necessary for the school's Special Educational Needs Coordinator to be involved.
- Termly Provision maps to track progress
- Pupil Progress meetings



2. How will the school staff support my child?

- The class teacher is responsible for all the children in their class including those with SEN.
- It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis.
- SENCO
- Specialist outside support may sometimes be suggested by the SENCO.
- Head
- Learning Support Assistants (LSAs)
- Midday Supervisory Assistants (MSAs)
- Parents will be fully involved at every stage of the process.

3. How will I know how my child is doing?

- Parents evening
- End of year reports
- Communication further to parents evening
- Individual targets which are reviewed termly
- TAF meetings for some families

4. How will the learning and development provision be matched to my child's needs?

- Good Quality teaching from the class teacher
- Careful planning- work differentiated according to the child's needs
- Suitable support resources
- Regular assessment
- Small group or one to one support where appropriate
- Regular meetings and discussion with children where appropriate

5. What support will there be for my child's overall wellbeing?

- Assemblies / Personal, Social, Health & Emotional Education (PSHE)
- Pupil voice – talking to your children
- School council
- Wider outcomes- participating in extras activities, social development, enjoyment in and out of school, after school clubs
- Positive relationships- between parents, school and children
- Learning support assistant supporting the children
- Access to school Family Worker



- Links to Windhill Children's Centre
- High expectations of behaviour & support for one another as detailed in the Behaviour and Anti Bullying Policies
- If your child has a medical condition please see our Medical Conditions policy

6. What training have the staff, supporting children with SEND had or are having?

- In school training on a range of SEND needs – regularly updated
- Experienced SENCo
- Relevant courses and training for all staff
- Thorley Hill SpLD base training
- On going SEND updates
- On going advice from outside specialists
- Autism Education Standards training
- Dyslexia training
- Dyspraxia training
- PDA training
- Emotion coaching

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

- Good quality teaching
- SENCO- expertise from within school
- Education-Educational Psychologist, SpLD base , Outreach support for specific needs, Communication Disorders Team, Low Incidence Team – Visual Impairment & Hearing Impairment (Via SENCO), Primary Behaviour Team Early Years Advisory Team (for nursery children)
- Health- via GP, Speech and Lang, paediatrician
- SpLD bases- specific learning difficulties in English or Maths
- Counselling in Schools
- DSPL3 Primary Behaviour Team
- DSPL3 Family Support Worker (for Autism or Social, Emotional, Mental Health need)
- Aspects



8. How will you help me to support my child's learning?

- School information about how to help your child
- Parent's evening
- End of year report
- Links from school website
- Parent workshops
- Parenting courses can be accessed through your local Children's Centre

9. How will I be involved in discussions about and planning for my child's education?

- Parent consultations- regular at least 3 times a year
- Meetings and discussion after pupil progress meetings and provision maps have been updated
- CAF- for multiple needs where multiple services are required- a CAF is only started in consultation with the parents
- EHCP

10. How will my child be included in activities outside the classroom including school trips?

- Risk assessments carried out- as appropriate
- Reasonable arrangements will be made dependent on your child's needs.
- Parental discussion with the class teacher and/or Head

11. How accessible is the school environment?

- All Hertfordshire schools will comply to the Equality Act 2010 and will make reasonable adjustments
- Accessibility plan is updated according to need.

12. Who can I contact for further information?

- Class teacher
- SENCO/ Head
- SEND Governor
- Parent Partnership
- County- SEN Officer



- Whilst we would hope that problems may be over-come in school there is a Complaints policy available in school
- 13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**
- Our school works closely with all setting at the time of transition.
 - We have meetings for parents before children enter the school system. Extra visits can be arranged for pupils with SEND.
 - Internal transition meetings for transition from one year group to the next.
 - Meet with preschool or nursery that child attends prior to coming to Hillmead.
 - Meet with secondary school staff that child is transferring to.
 - Home visits for Nursery children
 - Records are transferred and discussed within 15 days of the child leaving the school, underneath the Education Regulations Act 2000. Both electronic and paper are transferred and discussed.
- 14. How are the school's resources allocated and matched to children's special educational needs?**
- School budget is decided by Head and Governors for SEND
 - In exceptional circumstances additional funding can be applied for using Local High Needs Funding (LHNF) for individuals.
 - Within the budgetary constraints, support is allocated according to the level of need.
- 15. How is the decision made about how much support my child will receive?**
- In consultation with class teacher, parents, SENCo and Head teacher to discuss what is appropriate.
 - Regular review meetings with professionals that may include the child where appropriate.
 - Careful monitoring of support to ensure development of the child's independence.



16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information about the Hertfordshire Authority local offer can be found at:

<https://www.hertfordshire.gov.uk/home.aspx>

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>