



LISKEARD HILLFORT PRIMARY SCHOOL

SEND INFORMATION REPORT 2022-23

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Identifying Special Educational Needs

At Liskeard Hillfort Primary School, systems are in place to ensure early identification and tracking of progress for all students. Through these systems, we identify where pupils have needs in terms of communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.

Children are identified and / or assessed as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language

- Early Help Hub referrals.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

Graduated Response to Learning

- High Quality Teaching and Learning – **All teachers are responsible for the learning and progress of every child in their class, including those with SEN.**
- An inclusive, differentiated, and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- Rigorous assessment processes embedded.
- Continual monitoring of the quality of teaching and SEN provision in lessons through quality assurance processes.
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Current Categories of SEND 2022/23

82 Children on the Record of Need

11 EHCP's

71 SEN Support

Figures per year group

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
3 EHCP 2 SEN Support	1 EHCP 5 SEN Support	1 EHCP 10 SEN Support	1 EHCP 11 SEN Support	14 SEN Support	3 EHCP 10 SEN Support	2 EHCP 19 SEN Support

- Communication and Interaction-27.5%
- Cognition and Learning-53.7%
- Physical Needs-0 %
- Social, Emotional Mental Health-18.8%

Parental Involvement

If parents have concerns relating to their child's learning or inclusion they are encouraged to discuss these in the first instance with the child's teacher or directly with the SENDCo.

Parental views and support are actively sought in helping a child with special educational needs and disabilities. The SMART targets expressed in the Individual Learning Plans are shared with parents and child and are reviewed at agreed intervals. Parental consent is necessary before external support can be called. Where appropriate, pupils and their families will be made aware of Cornwall County Council's Local Offer (see below).

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

Role of all Staff—How will the School Support a Child with SEND?

Early identification regarding learning difficulties and appropriate intervention is established practice at Liskeard Hillfort Primary School and may take place at any point in the child's school career. The class teacher will share any concerns with the parents at the earliest opportunity and will enlist their help to agree an appropriate programme of intervention and support. Additional support may be given within the class setting, or by attending a programme of support according to the child's needs. An Individual Learning Plan may be composed which will employ a 'small-steps' approach. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience some success. All children on the special needs register have an Individual Learning Plan.

Staff will assess and monitor the children's progress in line with existing school practices and their progress with IEP targets is reported to parents at agreed intervals. Children with an EHCP will also have an IEP which

focuses on particular aspects of the Early Health Care Plan and enables targeting of these over a shorter period of time.

The school uses the graduated approach below to respond to children's special educational needs:

- **Assessment and analysis:** This includes: teacher assessment and experience of the pupil; information from the school's core approach to pupil progress, attainment and behaviour; comparison to peers and national data; views of parents / carers and pupils themselves.
- **Plan:** Agreement on adjustments, interventions and support; expected impact on progress, development and behaviour; all staff who work with the pupil are made aware of the plan and the expected outcomes; parents are aware of planned support and where appropriate are expected to reinforce and contribute to progress at home. A date for review is set. The plan is recorded on the school's information system.
- **Do:** Links between support and interventions and classroom teaching are clear. The class teacher has overall responsibility for working with the pupil, including when there is one-to-one support. The SENDCo continues to consult with and advise the class teacher on the effective implementation of support.

Adaptations to the curriculum and learning environment

- Differentiated tasks
 - Classroom layout is carefully adapted to individual needs of the children, including the seating arrangements of the children.
 - Additional teaching time to ensure understanding of learning/expectations of task
 - Tasks blocked into smaller units
 - Extra support during teaching time
 - Extra support given outside of lessons to support learning
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Support arrangements for listening to the views of children with SEN.

- Whole school system for children to be able to share their thoughts and views, including the use of written/pictorial representations.
- The use of technology to share their views
- In consultations with parents/children, key person identified as an safe and trusted adult who person can speak/scribe on their behalf.

Involving Specialists

If insufficient progress is made despite support, further advice will be sought through external specialists (e.g. Local Authority Specialist Advisory Service, Education Psychologists).

Support is sought through Cornwall Early Help.

<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/>

In the majority of cases the school can refer in to the Early Help Hub to seek help and support, but parents can be directed to self-refer if the need arises.

The class teacher and SENDCo will keep parents and children fully informed about any proposed interventions once external reports have been received. Interventions will only be delivered with the agreement of parents and carers and, where possible, the child.

Organisations and individuals we currently work with:

Service/organisation	What they do in brief	Contact details
School Nurse	As well as helping parents to bring up healthy children by providing information on healthy eating and hygiene, they also help teachers to	Contact through Early help Hub

	meet any health needs children may have at school.	
Educational Psychologist	<p>An Educational Psychologist might become involved with your child if they have difficulties with:</p> <ul style="list-style-type: none"> • Learning • Behaviour • Managing their feelings • Getting on with others • Communication <p>An Educational Psychologist will only become involved if the parent/carer's permission has been given.</p>	<p>Steve Apted 01726 76519</p>
Clinical Psychologist	We seek support from the clinical psychologist where there are significant SEMH concerns and this is having a dramatic effect on the child and their learning.	Dr Paula Pearson 0739817707
Speech and Language	<p>This is a service that supports children and young people in Cornwall aged 0-19 years who have difficulty with</p> <p>: • understanding what is said to them</p> <ul style="list-style-type: none"> • expressing themselves • talking clearly (saying speech sounds) • stammering • swallowing (eating and drinking). 	Contact through the Early Help Hub
ASD Team	<p>The Autism Spectrum Team is an expansion of the existing Autism 0300 1234 101.</p> <p>Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers.</p> <p>The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families.</p>	specialeducation@cornwall.gov.uk
Early support	Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it.	<p>01872 323329</p> <p>csfearlysupportservice@cornwall.gov.uk</p>
Council for Disabled Children	Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs. We do this by influencing Government policy, working with local agencies to	<p>0207 843 1900</p> <p>cdc@ncb.org.uk</p>

	translate policy into practice and producing guidance on issues affecting the lives of disabled children.	
Early Help Hub	Early Help includes help provided in both early childhood and early in the development of a problem. Early Help is available to children and young people of all ages from pre-birth up to the age of 18, and up to the age of 25 where young people have special educational needs or disability.	01872 322277 earlyhelphub@cornwall.gov.uk
Sendias	They provide information, advice and support for any child or young person aged 0-25 with a special educational need or disability and their parents and families.	01736 751921 sendiass@disabilitycornwall.org.uk
Education Welfare Officer	Each school in Cornwall has a nominated Education Welfare Officer (EWO) who visits regularly to check registers and discuss pupils about whom the school is The EWO can provide help and advice on: school attendance issues, bullying, exclusions, child protection measures, advice and information on other agencies. They can also offer a degree of parenting support.	01872 327449 tmclennan@cornwall.gov.uk
Penhaligon's Friends Bereavement Service	The vision of Penhaligon's Friends is to provide bereavement support for children, young people and their parents and carers	01209 210624 enquiries@penhaligonsfriends.org.uk
CAMHS	The service helps children and young people deal with a range of emotional, behavioural or mental health issues. They include social workers, doctors, nurses, psychologists, mental health workers and other therapists.	Contact through the Early Help Hub 01872 221400

Educational Health and Care Plan (EHCP)

The school or parents / carers may request an Education, Health and Care needs assessment. The LA considers the need for statutory assessment and may order multi-disciplinary assessment leading to an EHCP. An EHCP aims to secure positive outcomes in education, health and social care. Children with an EHCP will continue to be monitored through the school's tracking system and will additionally be the subject of an Annual Review Meeting to which the parents, and the multi-agencies involved with

the support for the child, and the child if appropriate, will be invited. A termly opportunity for these people to meet with school staff will be offered, alongside an open-door policy to meet with the SENDCo as and when the need arises.

Teachers and 1:1's meet termly with the Sendco to review progress made based on objectives outlined in the EHCP.

How are children with SEN enabled to engage in activities available with children in the school who do not have SEN?

- Work is broken into small manageable chunks to ensure success
 - Frequent revisiting of prior learning to embed taught knowledge.
 - Group work can/may be supported by additional adults
 - Pre-teaching given, to known areas of difficulty.
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Transition to/ from Other Schools

The school is guided by Chapter 8 of the Code of Practice 2014 for this process. Liaison with receiving / secondary schools is considered to be particularly important for children with special needs. At transfer to secondary school liaison between the Head of Y7 and the Learning Provision Department takes place to allow for continuity and a smooth transition for each child. Regarding the sharing of information between Liskeard Hillfort Primary School and the receiving school, we are guided by Section 6.57 of the SEND Code of Practice (January 2015).

The Local Offer

Local Authorities have a statutory duty to develop and publish a Local Offer, setting out the support they expect to be available for local children and young people with Special Educational Needs and Disabilities. The purposes of the Local Offer are: to provide clear, comprehensive,

accessible and up-to-date information about the available provision and how to access it; to directly involve children with SEND and their parents/carers in provision, its development and review.

Cornwall Council's Offer can be found at

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

Pastoral Support in School

We take a holistic approach by all aspects of a child's development and well-being.

- We are a Thrive Ambassador School
- Non class based Thrive PEG to support vulnerable learners.
- ELSA Trained Specialist who works with individuals and small groups.
- Dedicated Thrive/Home Room for use with children
- Dedicated Sensory Room
- Owl Boxes where children can write/draw worries or concerns in every class
- Open door' policy for the SEND team for both learners and parents
- Social interventions measured through PASS, SDQ and Boxall Profile score
- 1:1 Mentoring
- IEP Meetings with parents every term
- Home Room provision for children needing extra emotional and social support at lunchtimes
- Lunch Club as a tiered support for children requiring support.
- Social skills groups run as interventions with small groups of learners
- TAC meetings fully supported or led by appropriate colleagues
- Fully applied and adhered to bullying policy.

- Curriculum enhancement through 'dancer in residence', 'artist in residence' and selected others.
- Specific interventions for children requiring assistance.
- Individualised learning plans for identified children
- Communication passports for children with S&L difficulties
- Referrals to outside agencies where necessary.
- Educational and Clinical Psychologists used regularly in school

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an Education, Health and Care Plan, which brings together health and social care needs, as well as their special educational provision.

The SEND Code of Practice is followed.

Intimate Care

When it is agreed that a child requires intimate care, a Health Care Plan will reflect the need for the care. Intimate care will be given only with the consent of the parent, and wherever possible the consent of the child. Staff providing this care will be discreet in their actions, always considering the dignity of the child. Intimate Care Plans will be agreed and signed by all parties.

Accessibility

The school has a statutory responsibility to produce an accessibility plan, detailing how it ensures access for disabled pupils to the curriculum and to the physical environment. This plan ensures that disabled pupils are not

treated less favourably than other pupils. It details arrangements for the admission of disabled pupils.

Role of the Headteacher

The Headteacher will ensure that this policy is implemented and managed across the curriculum, including the deployment of support/ resources.

Role of Governors

The Headteacher uses the provision map to inform the governing body of how the special educational needs funding is allocated to support children in the school. The SENDCo and SEND governor will meet half termly to discuss the implementation and success of the policy and any concerns about individual children or resources. The SEND Governor will report the outcome of the review to the full governing body. The Governing Body reviews SEND provision and policy annually and considers any amendments in light of the annual review findings. The governing body is responsible for publishing this SEND Information Report on the school's website; it will be updated at least annually.

Who can parents contact for further information or if they have any concerns?

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Their child's Class Teacher.
- The Headteacher / SENDCo.

For complaints, please contact the School Governor with responsibility for SEN (for contact details, see below).

Mrs Jill Deacon

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