

Hill View Academy

SEND Local Offer



Hill View Academy Core Offer

We believe when children feel good about themselves, they can reach their highest level of personal success. We nurture our pupils' self-esteem and provide pupils with the best educational provision to enable them to reach their potential.

Here is how we do it!

School	Hill View Academy
Headteacher	Miss Kate Eastwood
Age range	3-11

How do we make sure all children reach their potential?	<ul style="list-style-type: none"> • Hill View Academy puts the children's interests at the heart of every decision. We recognise the positives and potential in every child. • All pupils have access to a broad and balanced curriculum; which is differentiated and considers a wide range of learning styles as well as children's interests. • At Hill View Academy, we believe that this is the key to being able to provide personalised learning opportunities. • Rigorous pupil tracking systems are in place to ensure the early identification of difficulties. • Our inclusive practice means that all children are set achievable but ambitious educational targets. • Where pupils have difficulties, additional support is quickly provided to enable pupils to make good progress. • Teaching assistants and specialist support is targeted to support children with specific needs.
Hill View Academy welcomes all children.	<ul style="list-style-type: none"> • The school is inclusive and embraces racial, religious and cultural diversity. • We welcome all children regardless of disabilities or special educational needs. • Hill View Academy has a strict zero tolerance policy for bullying.
How does Hill View Academy work in partnership with parents and young people?	<ul style="list-style-type: none"> • Parent and child opinions are important to us. • Parent and child views are an integral part of SEN reviews. • Children can discuss their strengths and successes as well as their areas for development and aspirations • Daily communication can take place with parents via student planners, Class Dojo, a text message system and conversations after school. • We have three parents' evenings each academic year and interim meetings to help children who are not making expected progress. • Parents are empowered through parental information sessions. These are held by each year group every half term and offer support to enable parents to work with children at home. • Additional meetings are held with parents of children with special educational needs to discuss the best ways of helping pupils. • Children regularly use self-assessment to assess their own progress
Some children have particular special educational needs or disabilities. This is how we help all pupils achieve the best that they can.	
How do we identify and assess children with SEN?	<ul style="list-style-type: none"> • The SENDCo works closely with all staff members and the senior leadership team to track academic progress and assess accord to the school's assessment system. • Children working two years outside of year group are assessed against a set criterion to determine any possible SEN needs. • Children making lower than expected progress are assessed for any additional need. • The school fund an Educational Psychologist to assess individual children's needs. • Referrals are made to outside agencies and advice is taken on children's needs from professionals • Parental concerns are considered, and parents are supported to help their children. • PIVATS are used for some SEN children to identify small steps of progress. • Boxall profiles are used to identify an assess SEMH needs. • Regular progress and review meetings are held to update parents about the progress of their child

<p>How do we help a child with communication and interaction needs?</p>	<ul style="list-style-type: none"> • At Hill View Academy we work closely with Speech and Language Therapists to enable us to implement Individualised programmes. • A language rich environment throughout school which prompts excellent conversational skills • Phonics teaching and development supports and prompts language development.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Hill View Academy successfully teaches pupils with different sensory needs. • We work closely with the Hearing Support Service and the Visually Impaired Team in order to develop the school environment to make it safe and accessible for pupils with sensory impairment. • Teaching is multi-sensory. • Teachers ensure that their classroom environment and teaching is fully inclusive, following the advice of the external support services. • Classrooms are carpeted to reduce background noise.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • As a school, we have a great deal of successful experience in working with pupils with social and emotional difficulties. • Hill View Academy operates a successful anti-bullying policy. • Restorative circles are regularly used. • Non-teaching staff are trained to encourage all pupils to participate in team/group activities at playtimes and lunchtimes. • Hill View Academy works closely with educational psychologists and CAMHS. • A positive behaviour policy is implemented throughout school. • Close working relationships have been established with external agencies e.g. family support workers and social services. • Specialist support services work closely with the school to help children with ASD reach their potential. • Transitions are carefully planned so that vulnerable pupils can be confident when starting new classes or new schools. • Lunchtime clubs are run by the learning mentor for children who have needs during this part of the school day. • KS2 playleaders are trained to involve all children in activities at lunchtimes. • Midday supervisors have had training to encourage and implement games to encourage social interaction and skills. • Classrooms are adapted to include a 'quiet zone' if required. • Children are taught the skills to allow them to be tolerant and accepting citizens of the world to prevent discrimination taking place • Children are taught about bullying and why it is unacceptable and how to deal with issues linked to bullying. • Children are taught about different kinds of bullying, including cyber bullying. • Children can access a school worry monster, and have had class and individual worry monsters, where necessary, and concerns are then addressed individually by the learning mentor. • Vulnerable children having regular contact sessions with learning mentor
<p>How do we help a child who needs support with English?</p>	<ul style="list-style-type: none"> • Individualised targets are in place for each child based on attainment. • Additional reading opportunities are given to readers who run the risk of falling behind. • Staff are dyslexia aware and incorporate appropriate method and inclusive strategies in their teaching. • Small intervention groups are put in place for phonics, reading, spelling and handwriting. • Parental 'training' sessions are regularly offered to enable parents to help their child succeed in reading and phonics. • Staff are trained to use Project X Reading intervention in year 2 and 3.
<p>How do we help a child who needs support with maths?</p>	<ul style="list-style-type: none"> • Individualised targets are in place for each child based on attainment. • 'Numicon' is used to support the development of early number concepts. • Targeted small intervention groups are used to develop skills and confidence in KS2. • The school focuses on the development of basic mathematical and mental maths skills by encouraging the use of practical resources. Staff then help pupils develop their reasoning and problem-solving skills. • Parental 'training' sessions are offered to enable parents to help their child succeed in maths. • The uses of concrete, pictorial and abstract concepts are used throughout the school.

<p>How do we support a child who has physical needs?</p>	<ul style="list-style-type: none"> • Hill View Academy is committed to developing healthy children. • There is a wide variety of inclusive extra-curricular sports activities. Many pupils with SEN benefit from participating in these activities. • The school works closely with physiotherapists and occupational therapists to ensure that the environment is appropriate for pupils with various physical needs. While the school does have many stairs, we are able to accommodate children with these needs. • Physiotherapists and occupational therapists work closely with staff, and they regularly advise and train staff to run individualised exercise programs. • A variety of resources are readily available in school to assist pupils e.g. adapted scissors, writing slopes, pencil grips. • Individual evacuation plans are in place, where needed, to ensure safety in emergencies. • A disabled toilet is available
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • All pupils take part in all activities, including extra-curricular activities and visits. Support is put in place to ensure that this can happen safely. Individual needs are addressed in thorough risk assessments. • Support for medical needs is always available. • The school has staff trained in first aid and paediatric first aid. • Staff are experienced in working discretely with many different medical needs, including diabetes and epilepsy. • Care plans are in place and available to relevant staff to ensure that the medical needs of pupils are always treated appropriately. • The Medical Needs Register is maintained and updated regularly. • Staff are trained by medical experts when needs are identified. • The School works very closely with the School Nursing team to quickly identify and address common concerns e.g. hearing loss. • Individual special dietary needs are catered for.
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • We work with local special schools. • Specific training is provided for specific needs. • We liaise regularly and closely without outside agencies.
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • The SEN team work with the headteacher and other members of the Senior Leadership Team to allocate resources. • The SEN budget is managed carefully to ensure that children with Educational Health Care Plans have their specific needs met, as identified within the plan. • Individual or specialised equipment is purchased on an individual needs basis.
<p>How do we include children in activities outside of the classroom?</p>	<ul style="list-style-type: none"> • Teaching assistants are deployed to support children, including those with SEN. • Various after school clubs are available to all children. • Extra staff are deployed for trips to meet stringent requirements of our risk assessment. • Year 5 and Year 6 residential trips, including nights away, available to all children. • Year 3 and 4 swimming sessions available for all with the swimming teacher trained in individual needs where necessary. • Parents and carers are consulted prior to trips for advice and guidance. • Professionals advice taken to prepare staff and children for activities outside the classroom. • Breakfast Club is accessible to all pupils.. • We provide additional stand back observers/individual support for some children with SEN to allow them to join the class safely.
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> • Relevant transition forms are completed and sent to the relevant secondary schools. • Transition meetings are held with new schools and with parents where necessary. • The SENCO can arrange additional transition arrangements for SEN children if necessary. • Within school, children are given additional transition time • Photographs are used to prepare children for the following year.
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • We use training days and staff meeting time to train relevant staff and ensure all staff are up to date with policy and procedure in relation to SEN. • We work with external agencies to secure relevant and specific training for staff when necessary

<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> • We use the graduated approach- Assess, Plan, Do, Review -when planning for SEN provision • The SEN register is updated on a termly basis following data meetings and discussions with class teachers and parents. • Parents are informed when their child is added to or removed from the SEN register. • Annual reviews are arranged by the SENCO to include parent, child, schools and professional views on a child's progress. • Referrals are made to relevant external agencies. • The SEN team and SLT work together to ensure resources are available when necessary. • The SEN team monitor SEN provision through learning walks, pupil interviews, work scrutiny and parental questionnaires. •
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<p>Parents are able to discuss and share any concerns through:</p> <ul style="list-style-type: none"> • Direct meetings with relevant staff – as a school we welcome the opportunity to resolve any potential concerns parents or carers may have. • Contacting and meeting with our SEN LGB member. • Completing the parent views section of the EHCP review • The school website provides contact information to parents. • Completing the parent survey •
<p>How can parents contact Kirklees for further support and advice regarding SEN?</p>	<ul style="list-style-type: none"> • Kirklees Parent Partnership http://kirkleesparentpartnership.co.uk/ • PCAN (Parents of Children with Additional Needs) http://pcankirklees.org • Huddersfield Down Syndrome Support Group www.hdssg.org • North Kirklees Autism Support Group and Friends – contact Kath Woodhouse on 07772534625 • FEDS Kirklees (families of Eating Disorder Sufferers) http://www.fedskirklees.org/ • Huddersfield Support Group for Autism http://www.autismhuddersfield.co.uk/ • Kirklees Family Information Service – telephone service for parents to call (01484 414887) or you can email them on FIS@kirklees.gov.uk • Northorpe Hall Child and Family Trust: a charity supporting children's mental and emotional health in Kirklees http://www.northorpehall.co.uk • Ruddi's Retreat – West Yorkshire charity offering a break away http://ruddisretreat.org/
<p>SENCO</p>	<p>Patrick Kennedy</p>
<p>Contact details: address</p>	<p>Hill View Academy Primary Academy Fernside Avenue HD5 8YE</p>
<p>Email</p>	<p>Office@hillviewacademy.co.uk (FAO SENDCo)</p>
<p>Telephone (admin)</p>	<p>01484 976216</p>
<p>SEN Governor</p>	

Our friendly, skilled and experienced staff will be happy to answer any further questions you might have about how we could meet the needs of your child.