



## **Special Educational Needs (SEN) Information Report for Hillcrest Primary 2023-24**

### **Part of the Norfolk Local Offer for Learners with SEN**

*This SEN report is a working document. Following consultation meetings with parents we will make changes based on suggestions.*

*If you have worries about your child or you think you might like to share your story or advice as part of our school information report or if you have any other ideas for improvement, please contact:*

*Nancy White: Special Educational Needs & Disability Coordinator (SENDCo)  
[sendco@hillcrest.norfolk.sch.uk](mailto:sendco@hillcrest.norfolk.sch.uk)*

*Kelly Hancox: Special Educational Needs Coordinator Assistant  
[khancox@hillcrest.norfolk.sch.uk](mailto:khancox@hillcrest.norfolk.sch.uk)*

*You can also phone/visit u in school.*

*It is also possible to leave a message with the office who will forward it on.*

### **Introduction**

#### **Welcome to our SEN information report.**

This is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN.)

The local offer is where parents can find out what is available in Norfolk to support their child.

More information about the Norfolk Local offer can be found [here](#)

Each year, schools have to publish a SEN policy and information report on their website which explains how they support pupils with SEN. The information they have a duty to publish is in the SEN regulations which can be found [here](#).

### **Who to contact**

At Hillcrest Primary we are committed to working together with all members of our school community. Our school offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

**SENDCO:**  
Mrs Nancy White

**Chair of Governors:**  
Mr Paul Critchley

**Head teacher:**  
Mr Matthew Try

**SEN Governor:**  
Mr David Wild

If you think your child may have SEN please speak to their Class Teacher or contact Nancy White our SENDCo on 01366 388191.

### **This is what our school has to offer**

At Hillcrest Primary, we value: **Growing together, achieving together.**

We want all adults and children to participate in learning. We celebrate all members of our community. Our aim is to create a sense of welcome and an inclusive culture in our school. This includes being responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

We value high quality teaching for all learners including those identified with SEN and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy by clicking [here](#).

We are committed to creating a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners. Staff continually assess, ensuring that learning is taking place. This includes regular pupil progress meetings.

### **How we identify SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."**

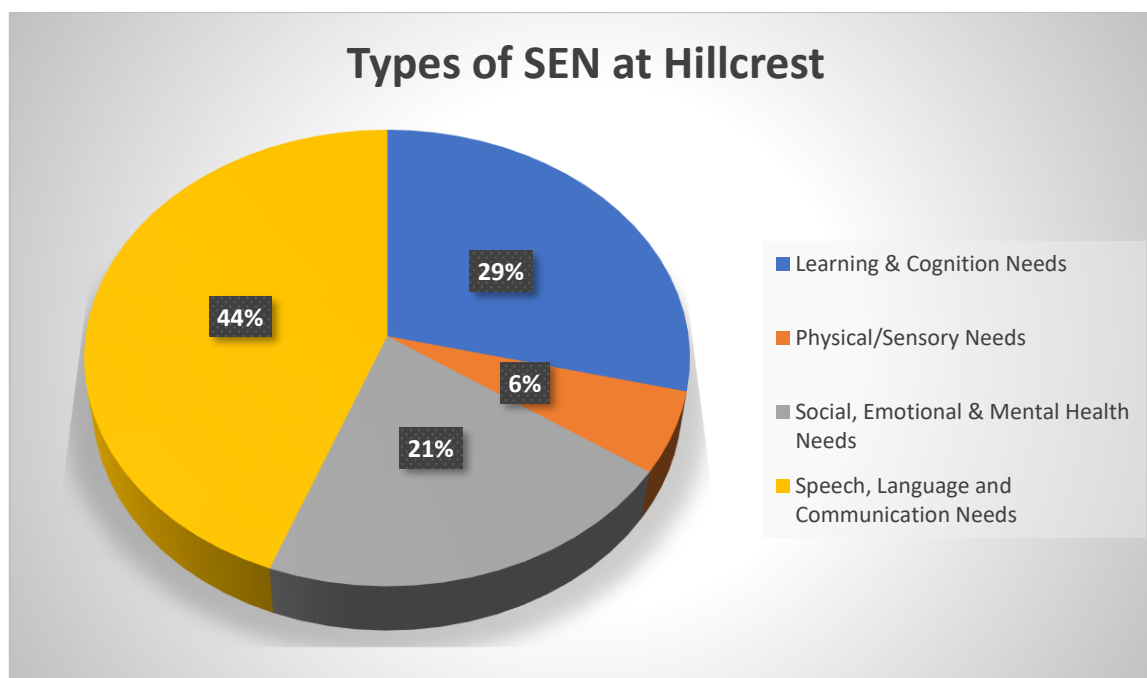
Every teacher is expected to teach at a range of levels that reflect the pupils' range of interest and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEN, our job is to offer them something "extra" that is 'additional to or different from' the normal differentiated curriculum. Any "extra" provision or intervention is designed to overcome the barrier to their learning. At Hillcrest, we are able to offer support to all special educational needs and/or disabilities.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may have worries that distract them from learning.

**So, not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.**

At Hillcrest Primary we are committed to ensuring that all learners have access to learning opportunities. For those who are at risk of not learning, the school has a responsibility to support via a range of interventions.

Our SEN profile, at the beginning of the 2023-24 academic year, shows that we have 11% of children identified as having SEN and 17% of those have an Education Health and Care Plan.



#### **Assessing SEN at Hillcrest Primary**

Class Teachers, support staff, parents/carers and, of course, children themselves, may be the first to notice a difficulty with learning. This then triggers a monitoring, assessing and observation that involves the child, their parents/carers and their Teacher. The Special Educational Needs & Disability Co-ordinator (SENDCO) explores these barriers to learning using a range of assessment techniques. These are very similar across the Downham cluster of schools.

For some learners we may want to seek advice from specialist teams. In our school we use various specialist services. Some are provided by Norfolk County Council, which are described on the Local Offer website available [here](#).

As part of the main budget given to Hillcrest, we are allocated specific funds to support learners with Special Educational Needs. The funds are delegated to support learners in the main school environment, including staff salaries and resources to support learning. Hillcrest also allocates elements of this budget to support individual learners. Sometimes, this involves purchasing contracts with outside agencies. For the financial year 2023-24, we have support from the Educational Psychology Support Service. This gives us the flexibility to use our time to gain support from Educational Psychologists & Specialist Support Teachers.

#### **What we do to Support Learners with SEN at Hillcrest Primary**

Every Teacher is trained to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. To enable this to happen the SENDCO and leadership team support teachers, providing advice and training. There is regular monitoring and observations to identify teachers who may need help supporting pupils with SEN in their class. Additional support through training, sharing good practice and inviting in outside professionals are used when required.

The Teacher Standards 2012 detail the expectations on all teachers, and we at Hillcrest Primary are proud of our Teachers and their development. The Teacher standards are available [here](#).

Our Teachers will use various strategies to help children with SEN join in. This might include using:

- Trauma informed approaches, including Thrive
- Visual timetables
- Adaptations to the classroom environment
- Chunking tasks
- Reiterating instructions
- Precision teaching approaches
- Speech, Language & Communication interventions
- Writing frames & visual writing techniques
- Tablets, laptops or other alternative recording devices
- Positive behaviour rewards system
- Use of overlays
- Check-in with key adults

The type of support is dependent on the individual's needs. This support is recorded on a whole school chart called a "provision map". The whole school version does not detail the individual learner names, but describes the interventions and actions that we use at Hillcrest Primary to support learners with SEN. Our whole school provision map changes every year, as our learners and their needs change. Each class teacher also produces a provision map for their class which is evaluated and updated half-termly. This is evaluated and altered depending on individual needs. Parents/Carers are informed of the interventions and support their child is receiving, including progress and attainment. Where appropriate, this information is shared in a Pen Portrait, an Individual Education Plan, or Individual Behaviour Plan. It enables us to record, monitor, share and evaluate the provision needed and the progress towards goals.

The Governors also see our provision map and check we are doing what we say and that it makes a difference to the progress of children with SEN.

### **Funding for SEN**

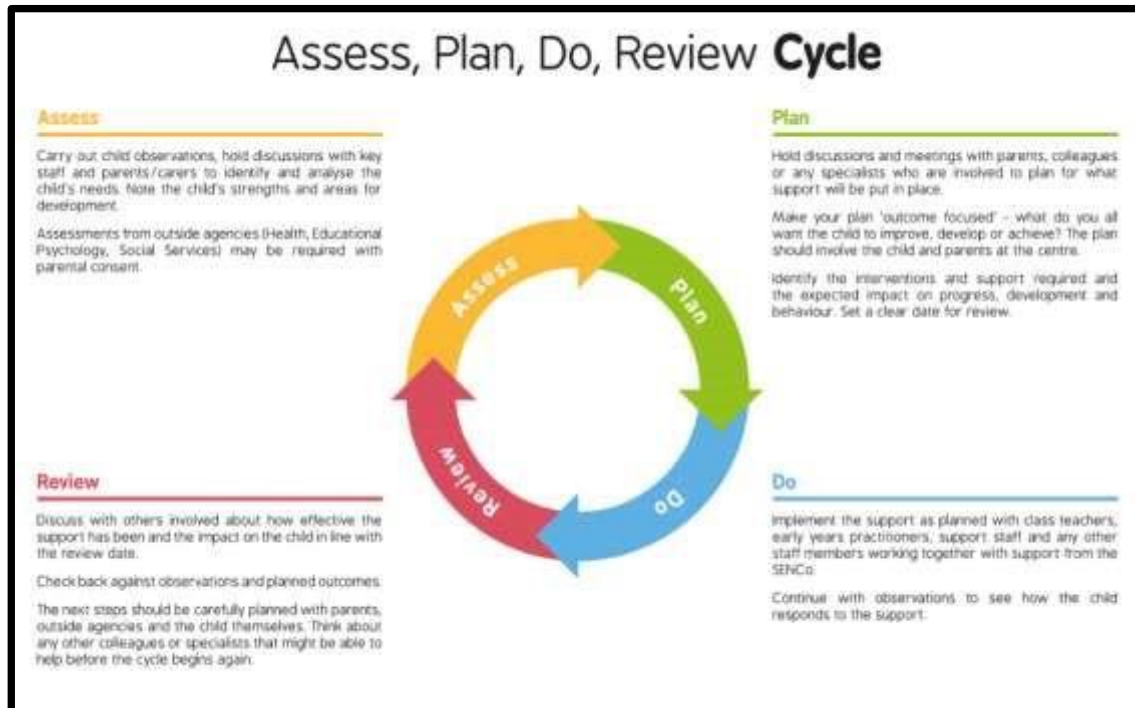
Hillcrest Primary receives funding directly to the school from the Local Authority, to support the needs of learners with SEN. The amount provided is called the SEN memorandum. We received £169,411 in 2023-24 for SEN.

We also receive £234,021 for our Specialist Resource Base, which support pupils across the county as part of the Local Offer.

In addition to this, schools submit information about our pupils with high levels of additional need to Norfolk's Local Authority; this may be pupils with or without an Education, Health and Care Plan. Pupils needs are assessed and moderated by a team and banded according to need, Hillcrest are then allocated additional funding. Currently, for 2023-24, Hillcrest has been issued with £14,814, although we still have a few pupils still awaiting banding.

### How do we find out if this support works?

Checking children's progress is an integral part of our school. We follow an 'assess, plan, do, review' cycle.



It is important to us that parents/carers and children are involved in each step. The SENDCO, Teacher, parent/carer and learner will talk together before we decide what kind of help we give a child. We also agree what we expect to be different following this intervention. The child's level is recorded before and after the intervention to see if the extra support has made a difference to their learning and/or area of need.

Children, Parents/Carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself and is part of a formal meeting held once a term. This is when we all discuss progress and next steps.

If a child has an Education Health and Care Plan (EHC plan,) this is formally reviewed annually, as well as the less formal termly meetings.

The SENDCO checks we are only using interventions that work. Using research, alongside collaboration with colleagues and professionals, it is vital to keep up to date with the most current thinking and approaches to support our learners. Our SENDCO shares data, which is scrutinised by the senior leadership teams, governors, Local Authority and Ofsted to ensure we are providing the best support for our learners.

### **Other Opportunities for Learning**

All learners should have the same opportunity to take part in extra-curricular activities. At Hillcrest Primary in 2023-24 we have a number of after-school and lunch-time clubs to support our learning to develop skills outside the classroom alongside activities which are built into the curriculum, this includes outdoor learning, and forest school activities.

We are committed to making reasonable adjustments to ensure participation for all, so please ask your child's teacher to discuss specific concerns or requirements.

### **Staff Training and Continuing Professional Development**

All staff at Hillcrest Primary have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Ongoing professional development occurs for all staff, to ensure knowledge of the assess, plan, do and review progress, differentiation, learning styles, specific learning difficulties and approaches. Staff also attend training to meet the needs of the pupils within the school, this has included Social Stories, Thrive, Trauma informed practice, Mental Health Ambassador, Young Carers, Reading, Writing, Maths, Positive Handling, Speech and Language.

### **Admissions**

Norfolk County Council deals directly with all of our school admissions.

Children with special educational needs, but without an Education Health and Care Plan (EHCP) or statement of special educational needs, are treated in the same way as any other applicant. This means they cannot be turned down for a place just because a school thinks it cannot cater for their needs. Where a child has an EHCP or statement of special educational needs, adults with parental responsibility will have been consulted on the particular needs and the provision (including a named school where appropriate) that will be made to meet these needs. Once a school is named in an EHCP or statement, the school has to admit the child. Parents of children with EHCPs or statements of special educational needs have the right of appeal to the Special Needs and Disability Tribunal.

### **If you are worried your child is being bullied**

Children with special educational needs can be vulnerable to bullying. Hillcrest takes all incidents of bullying very seriously and its approaches are explained in the anti-bullying policy [here](#). Please contact a member of staff as soon as possible if you are worried your child may be bullied.

Useful contacts for further information and advice about anti-bullying

[www.childline.org.uk/Bullying](http://www.childline.org.uk/Bullying) [www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.kidpower.org](http://www.kidpower.org)

The county employs a senior educational psychologist lead on anti- bullying called Rita Adair. She can be contacted at [rita.adair@norfolk.gov.uk](mailto:rita.adair@norfolk.gov.uk)

### **Preparing for the next step**

Moving on is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Hillcrest Primary works in partnership with children, families and other providers to plan for and provide positive transitions for our learners with SEN.

Moving classes will be discussed with you and your child at their spring and summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5 review, to ensure time for planning and preparation.

### **Have your say**

Hillcrest Primary is our community school. We welcome everyone helping to shape and develop provision for all of our learners, aiming at achievement for all. This SEN report sets out Hillcrest's offer to children with SEN which will be reviewed annually. We welcome your involvement in the process for next year's report. Come and help us make a difference for your child and others.

### **Useful links**

[www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN) Parent  
Partnership [www.dfe.gov.uk](http://www.dfe.gov.uk)  
Just One Number – 0300 300 0123

### **Local links**

*We are hoping to add to this list. If there is an organisation you have found supportive to you and your child or there is something missing from this list, please let Nancy White know so that she can update these links.*

[Autism Anglia](#)

[ADHD Norfolk](#)

[Shine](#)

[CAMHS](#)

[Ormiston Point 1](#)

[Riding for the disabled](#)

[Nelsons Journey](#)

[Indigo Dyslexia Centre](#)

[Young carers](#)

[Helping Hands](#)

[Swan Project](#)

### **Extra-curricular activities for children in and around Downham**

*We are hoping to add to this list. If there is something missing or a group no longer runs please let Nancy White know so that she can update this list.*

Dance

Swimming

Beavers

Scouts

Rainbows

Brownies

Football

Archery

St John's Ambulance (Badgers)  
Gymnastics  
The Swan Centre – Youth Support  
Air Cadets