

St Hilary School is a vibrant, warm, kind and caring school where all children and adults work very hard to be, "The best we can be". This is reflected by our Mission statement:

Our Mission

At St Hilary School everyone is valued and cared for as an individual and children are at the centre of all we do. We allow the uniqueness in each individual to flourish through a happy, safe and stimulating environment where everyone can meet their personal goals and full potential: intellectually, physically, socially, emotionally, morally and spiritually. Through a positive community ethos we listen, engage and nurture a can-do attitude in order to prepare all learners for their future lives, enabling enjoyable learning within the context of a rapidly changing technological society. No child will slip through the net.

We are extremely proud of our school and it's achievements and to be a founder member of the 'Leading Edge Academies Partnership.

<https://www.leadingedgeacademies.org>

We are committed to developing the 'whole child' through the 3 core values (**our 3Es**) of all the Leading Edge Partnership academies - they are at the heart of all we do! These are: **Excellence**- 'Outstanding quality', **Evolution**- 'Continuous change', **Equity**- 'Fairness and social justice.

At St Hilary School we consider all children to have individual needs, however some children may be more able or may need some extra support and intervention to enable them to achieve their full potential, in order to thrive. As part of our caring and nurturing ethos, our aim at St Hilary is to identify and meet any individual needs early. We will work together with parents, and if needed any outside agencies, to meet an individual's needs. This enables us to target support and interventions effectively so we can all work together to focus on specific learning targets.

We are a fully inclusive school and use a graduated approach to SEN in which every child has access firstly to high quality class room teaching, then should they need it small group work opportunities and/ or individualised teaching programs and interventions. This is delivered by our team of dedicated and well trained staff, who remain committed to ensuring all children have access to a stimulating and varied curriculum, in which they can enjoy and immerse themselves in learning. At St Hilary we believe in developing the 'whole child', which is promoted through our four badges (academic, healthy living, creativity and respect, care and consideration), which are awarded to children to promote this ethos. By the time all children leave St Hilary we aim for all pupils to be confident, independent and well-rounded individuals that have the skills to reach their full potential not only in their learning, but also in life.

Link to Special Educational Needs Policy [St Hilary School - Special Educational Needs At St Hilary School \(st-hilary.cornwall.sch.uk\)](http://st-hilary.cornwall.sch.uk)

Link to Equality and Diversity Policy & Access Plan https://www.st-hilary.cornwall.sch.uk/website/equality_and_safeguarding/556696

Link to Cornwall Council's Local offer: [Family Information Service Cornwall](http://www.cornwall.gov.uk)

Name of the Special Educational Needs/Disabilities Coordinator: Michelle Brant

Contact details: michellebrant@st-hilary.cornwall.sch.uk 01736 763324

The named SEN Governor is Mr Alex Cock

The levels of support and provision offered by our school

All classes are fully inclusive, support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at St Hilary School children may receive varying levels of support according to their changing needs and circumstances.

The information in the table below is a guide to the 'typical' levels of provision, as such levels of support and provision will vary across time for individual children in response to their individual needs.

	Whole school approaches: the universal offer to all children and young people (Wave 1 provision)	Additional, targeted support and provision (Wave 2 provision)	Specialist, individualised support and provision (Wave 3 provision)
1) Listening to and responding to children	<ul style="list-style-type: none"> • All children take part in PSHE lessons, which are linked to whole school assemblies, using the 'Jigsaw' resources • Pupil Parliament is led by the Year 6 pupils-these members are elected jointly by the staff and pupils from KS2 pupils in a democratic process. They meet on a half term basis to discuss the needs of the pupils and involve themselves in projects such as the use of play equipment, showcasing diversity etc. • School wide pupil survey completed on a regular basis to gather the 'voice' of every child • Child leadership roles promoted to encourage child voice across wide range of areas within school. Subject leaders and SENDCo/ Pupil Premium Champion hold regular pupil conferencing sessions in order pupil 'voice' heard, including in more detail for pupils from the most vulnerable groups within school. • Children write newsletter reports about their achievements e.g. successes of sporting teams etc. 	<ul style="list-style-type: none"> • Success of different groups & individuals celebrated in whole school assemblies 	<ul style="list-style-type: none"> • Children included in setting own personal learning targets on Individual Provision Maps in partnership with parents and teachers • Meet and greet • 1:1 specific support • TAC/ Annual review/ CIC meetings children's voice is always gathered, shared and acted upon if necessary

2) Partnership with parents & carers

- Home/School Agreement in school planners
- 'Open door' policy throughout the school
- Welcome meetings held in every class at the beginning of each year.
- Every parent is invited to attend parents evenings twice a year
- Full Summer term report available to all parents
- Curriculum overview sheets and knowledge organisers are given to parents at the beginning of each topic, as well as being available on school website
- All children have school planners, which are used for communication and contain key information for parents
- Online platform -Seesaw is also used to keep parents up to date and so they can view ongoing learning portfolios
- Regular meetings held to update parents on the methods used to teach in core subjects e.g. Phonics workshop held for parents Nov 24
- Weekly newsletters with updates about goings-on in school, celebrations, contact details and community events are emailed and on the website/facebook page
- Use of Arbor system to send regular emails and text messages as needed
- School website updated regularly with whole school and class information
- SEND forum meetings - run by a parent, but supported by SENDCo & SLT. Sessions in past have included other professionals e.g. the school family support worker. All parents of Children on Record of need, as well as PLAC, CIC invited to attend
- Termly meetings for parents with children on Record of Need to review progress and contribute to Individual Provision Maps
- Meetings with HT/SENDCo/ Teachers as requested
- Outside agencies requested when needed, in partnership with parents, including:-
 - Family services
 - Educational Psychologists
 - Speech & Language Therapists
 - Occupational Therapists
 - Autism in Schools Team
 - School Nurse
 - Early Support/ TAC meetings
 - SEN Support Services
 - Cognition & Learning Service
 - Physical & Medical Needs Advisory Service
 - Hearing Support Team
 - Education Welfare Officer
 - Child Adolescent Mental Health Services
 - Children in Care Team/ Virtual School
 - Other Agencies, such as Dreadnought, Penhaligon's Friends, HeadStart, Jigsaw
 - SENDIASS- Special Educational Needs & Disability Information, Advice and Support Service
 - Parent Carers Cornwall
 - Personalised attendance clinics which offer support

3) The Curriculum

- and celebration of successes
 - School Facebook page, with regular updates for parents of events & pupils' achievements
 - Active PTA Committee communicate via email and Facebook
 - Parental questionnaire issued upon entry of all Reception children
 - EYFS use online platform Seesaw to both communicate with parents and keep online learning journey.
 - EYFS parents invited to support class events, including welly walks and to help out in class on a regular basis.
 - Workshops for parents for: maths calculations, phonics, reading upon request with SENDCo/ class teachers.
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| <ul style="list-style-type: none"> • Curriculum is differentiated in the planning and the outcomes. • Areas of the curriculum are linked through 'REAL project' approach to delivering knowledge and skills. Project based learning. • School is a member of range of groups to inform curriculum and ensure up to date practice & methods followed, including: Challenge Partners, White Rose Maths, Kapow for music & DT, Language Angels for MFL, Jigsaw, Teach Computing, Historical and Geographical Associations, Access Art, Literacy Tree, Unlocking Letters and Sounds, | <ul style="list-style-type: none"> • Group provision maps used within each class outlining provision for groups of pupils and assessing progress made • Small group interventions for maths and literacy provided in each class for those children that need additional support • Phonics support using Unlocking Letters & Sounds, as well as additional materials within lessons and as intervention sessions • Additional daily reading • Specific Intervention groups • Whole school tracking system- (Arbor) to track and monitor different groups of children's | <ul style="list-style-type: none"> • Termly reviews and meetings with parents for children on Record of Need, who have individualised provision maps (IPM's), which record progress through Assess - Plan - Do - Review cycle • 'Bespoke' meetings with parents regarding specific issues • Dyslexia screening in place for Year groups. DEST (Dyslexia Early Screening Test) & DST- J (Dyslexia Screening Test- Juniors) utilised when more detailed screening needed, either following up whole class screening and/or a parental request. Those children at high or moderate |
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	<p>NCETM Mastery Maths for KS1 and EYFS</p> <ul style="list-style-type: none"> • The school has invested in I-Pads to enhance the curriculum, including use of Seesaw. Year 2 and all of KS2 pupils have access to their own iPad (with personal log-in) & Year 1 and Reception pupils have approximately one between two • Reception class use 'Drawing Club' approach, which promotes & motivates children's mark- making, oracy and vocabulary from an early age, using a story book as focus. This covers aspects from the following areas from the EYFS curriculum: Communication & Language, Literacy & Physical Development • Opportunities for all pupils to learn through individual and group discussion • Opportunities to work independently • Effective marking & feedback is used to move pupils on in their learning • Children use peer assessment • Structured routines are followed. • Oracy is developed through various strategies including using talk partners • Opportunities for self and peer assessment and reflection on work by all • Whole school tracking system (Arbor) to track and monitor every child's progress 	<p>progress in order to target interventions</p> <ul style="list-style-type: none"> • Termly pupil progress meetings track progress of specific groups e.g. Pupil Premium, SEND, Summer born children. 	<p>risk placed on the IDL support program on iPads.</p> <p>Dyscalculia screening in place, as and when appropriate</p> <ul style="list-style-type: none"> • Home/School communication book used when needed • Coloured overlays • Personalised curriculum • Different timetable and activities, as appropriate • Individualised 'life skills' programmes if appropriate • Access to outside agencies including BF Adventure & Forest Schools to personalise curriculums as needed • Verbal feedback between parents and school at the start and end of each day as appropriate • Use of personalised ICT resources as needed e.g. iPad Apps, IT programs as recommended by the P & Medical Needs Advisory Service/ Speech & Language • 1:1- Speech and language support-TA's supported by Speech & Language Service to deliver • Autism Champion working alongside the Autism in Schools team • Educational Psychologist • Cognition & Learning service • Additional Sensory input in collaboration with the Occupational Therapy service/ EP Service • Multi agency (TAC) meetings to review areas of difficulty and levels
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	<ul style="list-style-type: none"> • Dyslexia friendly strategies are used in all classrooms, reflecting re-accredited Inclusive Dyslexia Friendly Status (IDFS+) in June 2022 • A strong emphasis on our core values, through our badge system to support children to recognise and reach their potential • All classes well supported by teaching assistants for both academic and emotional needs • Teaching assistants model and explain effectively. • Class teachers effectively utilise teaching assistants to provide targeted and timely support when needed and then withdraw to promote independent skills. • Visual timetables in each class with consistent symbols used across the school • Effective use of ICT across the Curriculum-NAACE ICT quality mark re-accredited June 2022 • Subject pages for parental information, e.g. phonics videos made with the children saying the sounds to model for the parents / carers 		of support
4) Teaching and Learning	<ul style="list-style-type: none"> • High expectations are made explicit • Effective feedback and marking is used to move pupils on in their learning. • Time for reflection and response • Encouragement and praise are used 	<ul style="list-style-type: none"> • Individuals targeted questioning • Time and support given before responses are required. • Various resources are used to help scaffold and structure work • Small focused groups supported with 	<ul style="list-style-type: none"> • 1:1 teaching where appropriate • Sensory breaks allowed for to maximise learning • Effective use of individual IT programs to consolidate learning. E.g. Ed Shed, IDL, phonics apps

effectively to engage and motivate children.

- All children are clear about the objective for each lesson and have clear success criteria
- All lessons have a clear sequence; they start by sharing the 'Learning Journey', linking each lesson with previous learning, future learning and listing key vocab and concepts. They end with 'Connect & Discuss' to link learning together and to enable reflection on learning.
- Multi-sensory learning opportunities are used
- Interactive strategies are used - children having cards to hold up, lollipop sticks etc
- Flexible groupings in classes
- Effective and differentiated questioning in all lessons
- Termly topics planned as whole staff group in 'project tuning' staff meetings, with the aim for topics being to engage and motivate learning.
- Entry points utilised for beginnings of units to inspire and motivate the children
- Termly topics finish with whole class real life outcomes e.g. class exhibitions, café/ quiz events etc
- Effective use of IT e.g. Ed Shed, TT Rockstars, Kahoot, White Rose videos
- For EYFS children phonics videos placed on Seesaw to introduce

interventions and/or classroom based support

- Pre-teaching
- Alternative methods for recording used e.g. whiteboards, talking postcards, iPads

- Life skills program to generalise learning
- Personalised curriculums as needed, which follow professionals advice
- Educational Psychologist
- Cognition & Learning Service
- Autism in Schools team
- Speech & Language Service

parents to how initial are pronounced to support children's phonological development

- EYFS: Practitioners bear in mind the characteristics of learning to build a picture of how Reception children learn and progress. ELG's are used to assess reception children at the end of the year
- Homework is directly linked key skills of reading, spelling and times tables
- Instrumental music lessons available
- School holds regular trips for all children with all topics including outdoor trips and/or visits from speakers.
- Assemblies themed around core British values, protected characteristics, diversity & inclusion and PSHE lessons
- Class and school rules are consistently emphasised and referred to with a positive approach to these adopted at all times
- Opportunities for child led learning
- Opportunities for self-assessment and peer assessment
- Reflection & opportunities for redrafting is built into learning

5) Self help skills and independence

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| <ul style="list-style-type: none"> • Children are taught independence strategies - ways they can continue to work without direct teacher help • Whole school reward and behaviour | <ul style="list-style-type: none"> • TA modelling / supervision at play and other unstructured times • Y5 & 6 Play Leaders have been trained to help support younger children and | <ul style="list-style-type: none"> • Task Boards • Now and Next boards • Individual visual timetables • Visual cues |
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policy. E.g. certificates and badges and other class-based reward systems are used to reward self-help skills and independent learning

- Availability of toolkits and other resources in every class, such as learning mats to develop self-help skills. English Lead developed 'Every piece-every time' prompts for all English lessons
- Consistent use of Working Walls in every class and WAGOLL examples (What a Good One Looks Like)
- Classroom resources laid out to ensure children can independently access resources
- Independent work opportunities
- Self-led learning opportunities and self-assessment
- Pupils respond to marking/ make comments, as part of Marking & Feedback Policy
- Class monitors with specific responsibilities, such as librarian, recycler and other job roles within each class, as assigned by class teachers
- Adult modelling of expectations and interactions
- Consistent routines and behaviour expectations
- Regular PSHE sessions based on Jigsaw resources, which also teach mindfulness techniques
- Child voice encouraged and supported

peers at play and lunchtimes.

- Personal care plans following advice from professionals aiming towards independence
- Communication aids, adapted ICT, voice type software, etc.

6) Health, wellbeing and emotional support

in all areas within the school.

- Positive learning environment with excellent staff role models
- Focus on developing confidence and self-esteem with a Growth Mindset
- Regular PSHE using Jigsaw, which teaches Mindfulness techniques
- Use of Circle time
- The contributions of every child are valued – secure and supportive learning environment
- School planners allow opportunity for all children to share their achievements
- A broad range of opportunities for learning offered through the curriculum and beyond including: Bikeability, swimming for every year group with surfing in Y5 & 6, gymnastics, first access music lessons for every child
- Wide range of music lessons available in school including: guitar, violin, drums, keyboard, cello, wind instruments, with aim of promoting confidence and ability to perform.
- Choir club available to Y2 upwards
- Commitment to physical activity and high quality PE, as well as daily mile, Tabata, Go-Noodle activities built into school day
- All children encouraged to participate in level competitive sport, including the less active in Cornwall School
- Fun Fit program
- TIS (Trauma Informed Schools-called Connect) in school) program for target groups and/ or individuals who have been identified as needing emotional support. All staff have now been trained to a certain level throughout school to identify and target groups within each class. TA's have had training on how to support individuals and small groups using TIS approaches
- NHS Education Mental Health Practitioner works within school. Staff can refer individuals or groups to them for early intervention support.
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- Where possible access to music lessons supported financially
- Meet & Greet
- Individual sensory breaks
- Visual Cues/individualised emotional support
- Individual safety plans
- Individual behaviour support plans
- Use of social stories
- Circle of Friends groups
- Intimate Care plans
- Multi agency (TAC) meetings
- CAMHS
- Educational Psychologist
- Social Care
- Family Support Services
- Bereavement Services (as required)
- Behaviour Support Services (as required)
- Autism in Schools Team (as required)
- CIC Virtual School

	<p>Games, which promotes inclusivity for all</p> <ul style="list-style-type: none"> • A wide variety of extra-curricular clubs available for all age groups • All staff trained in first aid to ensure the safety of students • All staff receive updated Child Protection and Prevent training to ensure wellbeing of all pupils • Staff trained in Restorative Justice • Staff trained in the Emotion Coaching approach • Trained Senior Mental Health Lead, who keeps staff updated on training to support good mental health throughout the school
<p>7) Social interaction opportunities</p>	<ul style="list-style-type: none"> • All children attend whole school residentials and day trips/visits and shared experiences • All children have opportunity to attend whole school events e.g. 'school fair ', Harvest celebration, Christmas plays and celebrations • Large variety of after school clubs • Y5 & Y6 children trained as 'Play Leaders, in order to support peers and younger children at play & lunchtimes • Pupil Parliament are elected by peers and children can approach these with any concerns/ issues. Meetings are minuted and issues followed up. House/ Vice Captain promote <ul style="list-style-type: none"> • Social skills groups, including Time to Talk, Lego Therapy, Socially Speaking <ul style="list-style-type: none"> • TA support for extra curriculum activities • Social stories • Circle of Friends groups • Personalised TIS- Connect support and development of social skills • Forest School groups targeted around individuals to support social interactions

	<p>engagement in in-house competitions in a range of areas including Art, IT, TT Rockstars, Sport</p> <ul style="list-style-type: none"> • Social interaction supported through gathering of child voice in a range of areas across the school • Subject ambassadors help with assemblies, monitor & complete book looks with staff subject leads. • Arts Council focus on all creative art subjects with staff Art subject lead • Participation in Headstart ARTs Lab creative wellbeing project, which promotes wellbeing of a targeted class through the Arts. 		
8) The physical environment	<ul style="list-style-type: none"> • Classrooms are well-organised, well lit, well resourced and clutter free • Full appreciation and provision of access requirements for all children • Visually clear classrooms • All areas of school are disability accessible • Stimulating external play areas, including outdoor adventure area and large school field with a quiet garden area • Areas of the playground designated for different activities • Accessible toilets • Appropriately sized tables, chairs and furniture for each class to give full access for pupils • Displays in the classroom assist 	<ul style="list-style-type: none"> • Timetabled group rooms for additional needs and intervention groups • Quiet work areas can be accessed throughout school 	<ul style="list-style-type: none"> • A 'distraction free' or personal workspace can be set up for a child as needed within the class space. • Designated teaching rooms for identified pupils if needed • Dedicated resources matched to pupils behavioural, social and learning needs with individual motivators and rewards • Specialist equipment such as specialist seating/ handrails provided through the school, on the advice from therapists and health colleagues • Specialist communication aids as appropriate • Connect room available for children when they need any calming time or to speak to a trusted adult in a

9) Transition from year to year, setting to setting	<p>learning, encourage interaction and promote excellence in the children's work</p> <ul style="list-style-type: none"> • Flexible learning - inside and outside • Water available in all classrooms • Library accessible to all pupils 	<ul style="list-style-type: none"> • Meetings are held between the present and the next class teacher • Whole school transition day at end of year • Good liaison with secondary schools • Secondary taster days at the beginning & end of Year 6, as well as Saturdays during the summer break • Close links with Sunny Corner & other local pre- schools and nurseries • EYFS lead visits all schools/ nurseries in Summer term • Transition programme for new reception children including 'Stay and Play' after school visits with parents in Summer term • School meeting for new Reception children held in July • Class welcome meetings for all parents in September • First individual parent meetings held in October focused on how each pupil has 'settled in' to their new class. 	<p>comfortable location</p> <ul style="list-style-type: none"> • Visual cues/photographs/individual/ group internal visits to promote positive transition. • 1-1 visits to secondary school • Extended transition arrangements arranged on individual basis with secondary schools • Early identification of 'key worker/mentor' to help build familiarity (as required) • Identified transition arrangements in the summer term • Passport communication book/ One page profile written with students to support transition as necessary • Advice from other agencies to support individual transition • Early support/ TAC meetings • Joint transition meetings between schools with parents/ child
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The SEND qualifications of, and SEND training attended by, our staff:

The SENDCo Michelle Brant has completed the National Award for SEN Coordination (PGCert) Nov 2011 and regularly attends SENDCo network meetings to keep up to date with local and national changes.

Linda Rowe is also our Previously Looked After Child and Children in Children Lead. She is the school representative during PLAC (Previously Looked After Children) meetings and CiC (Children in Care) review meetings.

The designated staff in school for child protection are: Designated Safeguarding Lead- Ashley Larter (Deputy Head Teacher) Deputy Designated Safeguarding Leads- Rob Hamshar (Head Teacher) and Michelle Brant (SENDCo). They have all completed Tier 3 training on Child Protection.

The SENDCo is TIS (Trauma Informed Schools) trained. All other staff have had some level of whole school TIS training, including the TA's on how to deliver individual or small group sessions. There is a designated room -the Connect room for this, with access to a wide range of resources available to support delivery.

All long term members of staff have received training on:

- Dyslexia friendly practise
- Child protection
- Prevent anti- radicalisation training
- Anti- bullying
- Restorative Justice
- Emotion Coaching
- FGM
- Regular up to date in- house training on delivering Maths and English from the NC 2014

The school has a program of Online training delivered through The Flick Learning platform to keep all staff updated. For 2024-5 a full rolling program of Online training, as well as training with other schools across the MAT has been planned. This includes:

- Annual Child Protection & safeguarding update training
- First Aid
- Child on Child abuse
- Data Protection & GDPR in Education
- Prevent anti- radicalisation training
- Online safety

- SEND Code of Practise
- Understanding Sexual Harassment & Sexual Violence
- FGM- Female Genital Mutilation

When new staff commence employment, they are given a full induction program, which includes reading the relevant policies and completing Safeguarding and Child Protection training. They are then expected to complete a full program of training throughout their induction year.

This training is reviewed throughout the year within CCD- Continuous Career Development meetings so that all staff can identify and match any training needs.

Services and organisations that we work with include the following:

Please note each outside agency that we work with will have a different eligibility and referral process, which can be given upon request from the SENDCo and in some cases information can be found online, where indicated. In many cases either the school SENDCo or parents can make a referral, although the school always aim to work in partnership with parents as this is both more effective and best practice.

Cornwall Council SEND Support Services

(information about referrals can be found at: [SEND Support Services - Cornwall Council](#))

Autism in Schools Team

Cognition & Learning Service

Hearing Support Team

Vision Support Team

Physical and Medical Needs Advisory Team

Alternative and Augmentative Communication (AAC) Team

Services accessed through the online Early Help Hub

(Information about referrals can be found at: <https://www.cornwall.gov.uk/earlyhelphub>)

Parents and/or professionals can request:

- Child and Adolescent Mental Health
- Early Support - Supporting Change in Partnership (SCIP)

- Early Years Service
- Family Group Conferencing (for families & children on a Children in Need plan)
- Family Support
- Health Visiting (over 2 years) (including ASD, ADHD, Tics, and learning, sensory and coordination difficulties)
- Parenting Support
- Portage- from birth -28 months
- School Nursing
- Targeted Youth Support

Professionals can request:

- Children's Community Nursing/Diana Nurses and Psychologists
- Early Support - Team Around the Child (TAC)
- Neurodevelopmental Assessment (including ASD, ADHD, Tics, and learning, sensory and coordination difficulties)
- Video Interactive Guidance
- Disabled Children and Therapy Service

Other Services that can be accessed:

Occupational Therapists- NHS

Speech & language Therapists- NHS

Behaviour Support Services

Educational Psychological Services

Parent Carer Cornwall- a charity which supports parents of children with disabilities

Cornwall SENDIASS- (Special Education Needs & Disability Information & Advice & Support Service) <https://cornwallsendiass.org.uk/> provides independent support for parents of children with SEN

Social Services

Children In Care Team and Arwena - Cornwall Virtual School

Other agencies such as Dreadnought, Penhaligon's friends, Head Start (for children over 10).

Assessment and Identification of ASD and ADHD

This process has recently changed. The SENDCO at school has received training on how to use the Neurodiversity Profiling Tool. Parents and school staff will work together to write a Neuro-developmental Profile of any child who they think has signs of any neuro-diversity, creating a plan with strategies they can all try to implement.

This plan has to be put in place in the setting for at least 12 weeks, reviewed and then if needed/ wanted school can refer for a consultation meeting for further advice.

If accepted at this meeting then it could be decided to go down a diagnostic route for ADHD and ASD.

Pupil progress

At St Hilary school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It will be used to provide feedback on how they can continue to improve. Termly Pupil Progress meetings are carried out with each class teacher, their classroom TA and members of the Senior Leadership Team. These in-school summative assessments are used to inform teacher assessment about the achievement, progress and wider outcomes of the children.

At St Hilary School we:

- Identify attainment in reading, maths and spelling using standardized tests in years 1-6 each term;
- Use these standardized tests to support accuracy of teacher assessments, and record results on the schools online tracking system (Arbor). This is used by teachers, senior leaders and governors to monitor progress and attainment;
- Complete detailed analysis of the attainment and progress of cohorts and groups of pupils (eg. gender, disadvantaged pupils, SEN, Pupil Premium) via the school tracking system. This is used by school leaders and governors to inform school improvement planning and curriculum development. The school will use this data to build on from successes and evaluate and plan for any less successful areas;
- Use recorded summative data to inform termly pupil progress meetings between senior leaders and teachers, ensuring that this informs teaching and supports intervention and support needed for pupils;
- Ensure that summative assessment data is accessible by both teaching staff, parents and governors;
- Use summative data during transition between year groups. This information will tell teachers how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression indicating both the understanding and depth of learning of the curriculum objectives.
- This summative assessment is used alongside formative Teacher Assessment, so a full accurate picture of a child's progress is available.

How We Assess and Identify Need

Our Criteria for placing children on School Record of Need

There are 4 main areas of need that children can be placed on the 'Record of Need' for:

1. Communication & Interaction (C & I)
 - speech, language & communication needs (SCLN)
 - ASD
2. Cognition & Learning (C & L)
 - Moderate learning difficulties (MLD)
 - Severe learning difficulties (SLD)
 - Profound & multiple learning difficulties (PLD)
 - Specific learning difficulties (SpLD)
3. Social, emotional and mental health difficulties (SEMH)
4. Sensory and/or physical needs
 - Vision impairment (VI)
 - Hearing impairment (HI)
 - Multi-sensory impairment (MSI)
 - Physical Needs (P)

A child may be identified as being placed on the Record of Need under their primary (main) area of need. There may well be other areas of need that are also identified.

Our Criteria for placing children on School Record of Need

A child will be placed upon the Record of Need using the school's criteria, this includes when:

- A specific area of need has been identified through assessment (either internally or externally), that impacts upon educational progress and/or attainment.
- Children have previously been placed 'On Alert' and /or on the class group provision map, but have had little or no impact on progress and/or attainment.
- The pupil requires teaching/ intervention and/or support that is 'additional and different' to the school's usual universal provision.
- The pupil may be accessing support from external professionals, (although this is not a necessary requirement- some children may remain on the 'On Alert' Group provision Map (GPM)).

The child's class teacher and SENDCo then use more detailed guidance to identify the child's main area of need.

For example: When will a child be put on school record of need for 'Cognition & Learning' ?

- When there is a concern about lack of progress and there is a need to provide interventions which are additional to or different from those provided as part of the school's usual differentiated curriculum,
- Concerns may be raised by: teachers, parents/carers, pupils or other agencies,
- Triggers may be a child makes little or no progress despite receiving differentiated learning opportunities, a child has difficulties developing literacy / numeracy skills. See below for advice on Standardised Scores

Standardised Tests (backed up by Teacher assessment and over the course of at least 2 terms)

For Reading standardised tests and / or Maths- White Rose test:

If SS = 76- 85 - place on SEN Support

If < SS 76 place on SEN Support- but may also consider use of outside agencies

For maths (at present) - Achieve less than 50% is below ARE- age related expectations- assessed at WTS- working towards the year groups expectations, 25% or below would be BYG below year group expectations- staff would be monitoring closely to consider if child should be placed on School R.O.N

Other Indicators:

If a child not achieving key skills at age expectation, such as:

Key words vocabulary

Phonic knowledge- not meeting age expectation in the Phonic screening

EYFS - Early Learning Goals

These children need to be indicated that they have been placed on the Record of Need on SIMS and on their own Individual Provision Map (IPM).

Targets on Provision maps should be SMART:

S- Specific

M- Measurable

A- Achievable

R- Realistic

T- Timebounded

Children and parents should understand the targets and should be involved in the target setting processing. Targets should relate to English or Maths assessments and should include the strategies to be used to overcome barriers to learning. In some cases targets may be linked to personal, social and emotional targets.

How we know how good our SEN provision is:

Evaluating Success

In line with the SEND Code of Practice 0-25 the school continuously monitors and evaluates the working of the SEN provision through using a Graduated Response and through applying the **ASSESS - PLAN - DO - REVIEW cycle**. To do this we use individual provision maps (IPM's) for children on the Record of Need and group provision maps (GPM's):

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENDCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning is pupil centred and outcomes focused and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

The 'assess, plan, do, review' cycle is recorded on individualised provision maps, which class teachers review termly, in line with pupil progress meetings.

The SENDCO supports teachers in the effective implementation of provision, monitors and oversees the IPM's and GPM's to ensure that children's needs are effectively being met. If progress is not being seen the SENDCo, class teacher and parent may meet to discuss support which is needed to help children overcome any barriers to learning they may have or if further referral to an outside agency is needed.

We also gather information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress

- The success of involvement of outside agencies
- The success of liaison and transition within school and with other schools
- Pupils awareness of their targets and achievements

Challenge Partners review the school once a year. They provide feedback, advising the whole staff on what is working well and highlight areas of improvement.

The SENDCo constantly monitors the SEN provision within school through book looks, learning walks and pupil conferencing to ensure the best practice is happening across the school.

Arrangements for the Treatment of Complaints Regarding SEN:

The procedure for managing complaints is:

- Parents consult with class teacher;
- Parents consult with SENDCo / Head Teacher / Governor;
- Parents are given information about Parent Partnership Groups including SENDIASS;
- Records of all events are kept in writing;
- Parents will be invited in to discuss their difficulties face to face;
- Parents will be communicated with in writing;
- If parents have a concern the aim would be to contact them immediately or within a short timescale ;
- Refer to complaints procedure document.

Please follow the link to our policies (including the SEN and complaints policy) for further information: <https://www.st-hilary.cornwall.sch.uk/website/policies/556697>

Any other policies can be made available upon request to the school.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS): [Family Information Service Cornwall](#)

Answers to Frequently asked Questions

Please see below some answers for some potential questions you may have about the school. Please do however contact us should you need to ask about anything in relation to our SEN Information Report.

1. How does St Hilary School know if children need extra help and what should I do if I think my child may have special educational needs?

Children are monitored closely at St Hilary, teachers will regularly discuss any concerns they may have with parents. Children's results are also closely tracked and pupil progress meetings held to monitor which children are performing below national expectations and then to decide which children would benefit from intervention groups and/ or additional support. If a parent or teacher has a concern about a child in regards to learning they may share their concerns with the school SENDCo directly and discuss strategies for support. The school operates a graduated approach following the guidance within the SEN code of practice. If concerns are raised about a child these will be discussed with the parents and they may either be monitored closely or the decision may be to place them on the Record of Need at 'School Support'. When a child is on the Record of Need an individual provision map (IPM) will be devised for the child through discussion between the SENDCo, parent, class teacher and where appropriate the child. These are reviewed each term. The school will arrange for the child to have extra provision and support in the areas in which they are struggling, either within class or as part of an intervention group. Assessments to identify particular learning needs may be undertaken such as Dyslexia or Dyscalculia. If the child remains a concern and does not appear to be making progress the SENDCo may refer to external agencies for further support such as: Speech and Language, Educational Psychologist, Occupational Therapy, Child and Adolescent Mental Health, etc. Reports and advice from these professionals will help to direct support in school and at home.

If the child is still struggling at this stage, is not making the expected progress or may have more complex needs it may be appropriate to apply for an 'Educational Health Care Plan' (EHCP). This plan is developed from the advice from external professionals; objectives and provision are listed to ensure the child is given the most effective; medical, educational and communicative support to achieve success. Please see more detailed information about EHCP's on Cornwall County Council's website [Education, Health and Care Plans - Cornwall Council](#)

Some children may transfer to us already with identified needs. The child's previous school will forward any information on assessment and provision for the child so that we can mirror or devise more appropriate support within our setting.

2. Who is responsible for the progress and success of my child in school?

The school governors are ultimately responsible for the progress and attainment of all the children although they delegate this responsibility to the Head Teacher. They receive collated and anonymised data about the progress of groups of children and hold the head to account for how good this is, in comparison to nationally similar groups of children.

Within the school on a day to day basis the **Class teacher** is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted intervention work, additional support)

- Writing Individualised Provision Maps (IPM's) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach with any SEN.

The **School SENDCo** is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEN Record of Need (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school, so they can help children with SEN in the school achieve.

The **Headteacher** is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN.
- He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

3. How will the curriculum be matched to my child's needs?

Our school follows the National curriculum 2014 but has been developed to ensure a broad and deep curriculum delivery. We teach this through topic themes, which are planned upon project based learning with *exciting 'entry point' days and authentic real outcomes*, that all children are involved in planning and organising. Each teacher is responsible for writing detailed plans for all the subjects, which will show how this can be delivered to all pupils in a differentiated way. More information about our curriculum can be found on our website: [St Hilary School - Our Curriculum \(eschools.co.uk\)](http://eschools.co.uk)

St Hilary School endeavours to deliver a broad and deep curriculum for all children which is underpinned by our school ethos and aims. We have enjoyed the challenge of developing our 'real project curriculum' because we want our children to genuinely enjoy learning....so that they want to learn more!

Our curriculum is built to:

- Instil a love of learning and challenge
- Develop fundamental reading, writing and maths skills both discreetly and across the whole curriculum
- Build confidence, build resilience and build drive
- Teach children to take risks safely
- Develop the 'whole child', in conjunction with our 4 school badges: Respect, Care & Consideration, Academic, Healthy Living and Creativity. More information about these can be found at: [St Hilary School - School badges \(st-hilary.cornwall.sch.uk\)](http://st-hilary.cornwall.sch.uk) which also outlines what staff are looking for to achieve these.
- Develop a greater depth of learning which can then be applied to real-life outcomes.

Some pupils may also need either extra support, such as pre-teaching, support within the classroom, support in the form of extra sessions outside the classroom, or they may need a more individualised curriculum that meets their needs. Staff follow advice from professionals and as needed may build in; motor skills programmes, sensory diets, life skills programmes, Speech and Language therapy, etc.

4. How will the St Hilary School staff support my child?

Each class has on average, one teacher and one teaching assistant to 30-35 children although this can vary slightly according to need and each cohort. The class teacher plans for all the children in his/her class and is responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups, partners or working independently.

Some children may be taught with 1:1 support from a SEN teaching assistant. We believe it is important for children to develop relationships with a number of adults and so although a key worker may be allocated to support a child with an ECHP, we encourage children to work with every adult in their class team.

5. How will I know how my child is doing and how will you help me to support my child's learning?

Parents can speak to the class teacher at any time to keep up to date with their child's progress. We hold parents' meetings twice a year in October/ November and in the Spring term. A full end of year report is sent home at the end of the Summer Term. Achievements are regularly shared with parents to celebrate success and the school will invite parents into school if they are worried about a child's progress. When a child is on the Record of Need, parents are invited to attend reviews of the child's individual provision map termly. This means parents can work in partnership to help devise targets and agree a consistent home/school approach.

Assessments of a child's progress are made regularly so the teacher always knows where each child in his/her learning and what their next steps are. The class teacher and the senior leadership team regularly meet up to discuss such progress in Pupil Progress Meetings and arrange extra support where required.

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

Children's wellbeing and emotional health is paramount and a precursor for enabling children to thrive academically. Class teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. We use the Jigsaw PSHE programme throughout the school to promote positive relationships. We also have the infant and junior badge reward system to promote the development of the 'whole' child. These are awarded termly when their class teacher feels that they have tried their best in the 4 areas: Academic, Creativity, Healthy Living, Respect, Care & Consideration. Our school website lays out the criteria that we are looking for in order that a badge be awarded to a particular individual.

https://www.st-hilary.cornwall.sch.uk/website/school_badges/129941

If any staff feel any child may benefit from some social and emotional support at any time, they may also speak to their class teacher, so that the class team can support children socially and emotionally. All staff have had some level of TIS training and emotion coaching.

Our First Aiders support individual medical needs and staff are trained, where required in the emergency administration of medicine. All personal care needs are met by staff in each class, with Personal care plans written when needed. The school benefits from a staff member who has the role of writing all routine risk assessments on a regular basis, supporting staff to write risk assessments for individual children, developing fire risk assessments, evaluating access and ensuring our school is fully accessible and a safe environment.

7. What specialist services and expertise are available at or accessed by St Hilary School?

Senior leaders, teachers and support staff are skilled in meeting the individual learning, behavioural and social needs of children with moderate and complex learning difficulties. The school accesses a range of specialist services including:

The Educational Psychology Team (EP), the Autism Team, Speech and Language Therapists (SALT), Community Paediatricians, Occupational Therapists (OT) and Physiotherapy colleagues, the school nursing team, the Child and Mental Health Team (CAMHS), Early Support, Family Support, Teachers of the deaf/visually impaired, etc. At any time if a parent feels their child would benefit from outside support they can speak to their child's class teacher and/ or the SENDCo

8. What training have the staff at St Hilary School had or are having?

All staff, both teachers and support staff receive comprehensive and ongoing training in meeting the needs of children with moderate and complex learning difficulties. A detailed induction programme is followed by a mentoring programme with experienced staff observing and feeding back to new staff. All staff receive mandatory Safeguarding and First Aid training. Many staff have also been trained in Emotion Coaching, Food Hygiene, Autism, Dyslexia and Inclusive practice and Speech and Language. We regularly review the training that is given and a yearly training program is put in place (see above), in order to meet the upcoming staff development needs. All staff are subject to an annual appraisal and regular pupil progress meetings, which are aimed at ensuring the needs of their pupils are met and they are progressing to their full potential. Last year all staff received training on Trauma Informed Practices.

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

As a fully inclusive school, all children participate in whole school, curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children and across time but we differentiate the activities and expectations to enable all children to take part. Parents are asked to give generic permission for their child to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc. All trips are risk assessed and children with special educational needs and/or disabilities will have personalised risk assessments.

10. How accessible is the school environment?

Our site is DDA compliant and accessible. As an older school the school site at times does present some challenges, but over the last few years we have been able to ensure all areas of the school have accessible routes and services.

11. How will St Hilary School prepare and support my child to join the school and then transfer to secondary school?

To support children joining the school, transition meetings are held with preschools and each reception teacher visits individual children in their setting and talks to their key workers. Children are also invited to spend time in what will be their new class in order to become familiar with the environment and meet adults working in school. We host 'stay and play' activities where parents can come along with their children in a welcoming, relaxed atmosphere. We also hold an in-depth new parents meeting in the Summer Term which provides parents with a well of information to ease the transition process.

The SENDCO works closely with all children within the school and liaises with class teachers as children move through the school to ensure they know children's individual needs and what provision they require. If appropriate transition meetings with the school staff and parents will take place to ensure a smooth transition from year group to year group. As children enter year six we will begin to think about which secondary school children are transferring to. Some of our local secondary schools offer Saturday workshops that children can attend to become familiar with the new environments, as well as taster days, so they can familiarise themselves with the school. The class teacher and school SENDCO will meet with the SENDCO / Head of year of each of the secondary schools and discuss the needs and provision for individual children. If needed some children can attend extra taster days as part of an extended transition process and/ or extra transition meetings will take place with all staff involved.

For children with Education & Health Care Plan's (EHP's) the SENDCO will raise the subject of secondary transition at the annual review meeting in the child's fourth year in school so that parents can think about the most appropriate provision for their child and start looking at secondary schools. During the Annual Review in Year 5, parents will need to state which secondary school they would like their child to attend. Some children with complex learning needs may require specialist provision and parents will need to request a place for a secondary ARB placement or specialist school at the Year 5 annual review. Decisions by the SEN Team at Cornwall Council are usually made by the following February. Meetings are arranged with the transferring secondary school and individual transitions plans are developed. Some children may need regular visits to their new school. They may need to take pictures and ask questions before they feel comfortable with the move. We will support each child individually to ensure their transition is a success.

12. How are St Hilary School's resources allocated and matched to children's special educational needs?

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

13. How is the decision made about what type and how much support my child will receive?

When children whose SEN circumstances, health requirements or complex learning needs indicate that additional support maybe required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times, circle times etc.

If the evidence suggests that even higher levels of support may be beneficial, this is agreed by senior leaders and additional support will be requested from the Local Authority. Parents are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. Support is reviewed on an ongoing basis. If needed an application for an EHC Plan Assessment will be made to the LA.

14. Who can I contact for further information?

You can contact the school secretary (secretary@st-hilary.cornwall.sch.uk) for further information and a prospectus or to arrange a visit to the school. You may also speak to the head teacher (head@st-hilary.cornwall.sch.uk) or SENDCo (michellebrant@st-hilary.cornwall.sch.uk) for more information on our provision.