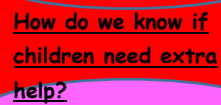




Using ctrl+click on the different blocks in the tower will take you to those sections in the document.



What type and how much support will my child get?

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

What steps should I take if I have a concern about the SEND provision?

Who else might work with my child and what are their contact details?

How accessible is your school (indoors and outdoors)?

How will you help my child to join the school, transfer to their new or next school/stage?

Where can I get information about other services for my child?

What is 'Special Educational Needs and Disability'?

In this context, children with special educational needs are defined as follows, according to the criteria laid down in The Children and Families Act 2014. A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.

A child has a learning difficulty or disability if he or she:

- (i) has a significantly greater difficulty in learning than the majority of children of others of the same age.
- (ii) has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.
- (iii) is under the age of five and without special provision would fall into either of the above categories when over five.'

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015).

Tower Hill is a mainstream, co-educational primary school which means we educate both boys & girls from the age of 4 - 11 years. We usually have higher than the National Average of children on roll with SEND, with a wide range of needs.

Every child is an individual with strengths, talents and areas where they may need more help than others. Most children's needs are met through our high quality teaching with learning tasks that are carefully planned to challenge them to make progress. Some children may benefit from specifically targeted intervention programmes that may be delivered as part of a small group or on a 1:1 basis. These include, but are not limited to, specific learning difficulties, speech & language issues, autism, hearing, vision and physical disabilities.

See: Tower Hill SEND Policy.

How do we know if children need extra help? What can you do if you think your child has special or additional needs?

Parents and children are experts in their own lives and we value the information you can share with us about any difficulties your child may be experiencing in any aspect of school or home life.

At Tower Hill we strive to notice difficulties children are having and putting support in place as soon as possible to help them break through barriers to learning progress. You can raise any concerns during conversations with your child's teacher or our SENDCos, Mrs Cartlidge & Mrs Penman.

We build a picture of individual children using: observation of how they respond in lessons, formal and informal assessments or tests, looking at their previous records, reading reports from health, children's services or other outside agencies, conversations with you and your child.

We use the Renfrew Vocabulary Test to assess children's level of confidence and understanding of vocabulary in our Early Years classes. In the Autumn Term we screen pupils in Year 2 for traits that may indicate a Specific Learning Difficulty using the *Dyslexia Gold Screening Test*. We also use this screening if either you or

teachers have concerns that individual children are experiencing persisting difficulties with reading and/or spelling.

At Tower Hill we use the Read, Write, Inc Synthetics Phonics Programme and children are assessed using the phase assessment materials from the programme.

We use the *British Spelling Test Series Second Edition* termly, assessing spelling at word, sentence and continuous writing level. At the same times in the school year we also use the *PIRA* and *PUMA Tests* to assess children's skills in reading, comprehension and Maths.

In the Autumn Term we also assess all Early Years and KS1 children's language needs using a computer based programme, recommended by the Speech and Language Therapy service, called the Neli Programme. The programme has suggested activities to support any children who may have a language delay.

We use the Boxall Profile to assess children struggling to manage the social and emotional aspects of being at school and also have access to a range of tracking documents to monitor children who experience difficulties with concentration. We also work with the Mental Health Support Team (MHST) and other outside agencies to offer a range of support tailored to individual children's needs.

Special Needs and Disabilities Co-Ordinator Provision

We have dedicated full-time SENDCo provision at our school with a timetable to identify pupils who are displaying specific learning needs and then to assess, analyse, devise provision and liaise with outside agencies for those pupils identified. Our SENDCos are supported by a SENDCo Assistant. *Tower Hill SENDCo Job Description can be requested from the School Office.*

Our SENDCo organises programmes of support across the school which say when to support your child in class, individually or in a small group.

As a key member of the Senior Leadership Team, Mrs Cartlidge works closely with the Headteacher and the other members of the team; liaises with class teachers about individual pupils; acts as the point of contact for visiting professionals such as the Educational Psychologist or School Emotional Health Counsellor; and arranges Outside Agency support if your child's special needs require this action e.g. Speech & Language Therapy or Occupational Therapy. *See Tower Hill Staffing Structure 2023.*

Mrs Cartlidge is also the Designated Teacher for all Vulnerable Children and the Designated Safeguarding Lead.

Learning Support Team

We have a large Learning Support Team, with at least one full-time assistant in each class, and often more if a child with an Education, Health & Care Plan (EHCP) is on roll in a particular class. They have experience in supporting the four broad areas of need. We use different programmes to support children's needs. Including but not limited to;

Cognition & Learning
Pre-teaching & Booster groups, Precision teaching, RWI, Dyslexia Gold, PAT, Stile, Sound Linkage, POPs reading, Stareway Spelling

Communication & Interaction
SALT programme, visual timetable, aids & checklists, Sensory diets, Early/Talk Boost, Clicker, Proloquo2Go, Neli

Sensory &/or Physical
OT & Physio programmes, Solent Therapies Pack, Sensory Room, Sensory boxes, ear defenders, PE differentiation, Fine Motor Skills, STAs

Social, Emotional and Mental Health
Zones of Regulation, Socially Speaking, ELSA, Counsellor, REST, Sensory Room, Huckleberries, Anxiety Booklet, Play therapist

We also have a Pre-School Link Worker who works with children in Year R & Year 1 to develop listening and attention skills and supporting children who may have speech language needs. The PSLW visits local pre-schools to get to know the children who may be joining Tower Hill and to work with small groups to build their confidence in speaking and listening.

How will both you and I know how my child is doing and how will you help me to support my child's learning? How can I get involved and who can I contact for further information?

We operate an 'Open Door' policy for ALL parents of the school, and try to see you if you have any queries or concerns if not straight away then usually during the same day as you ask to see someone. Having a full-time SENDCo provision helps this to happen as often as possible. This is in addition to termly, more formal, opportunities to meet with your child's class teacher.



At the beginning of each year, every class teacher sends home an **Overview of the Year's Themes**, to tell you the activities such as visits, role-play ('dressing up') days, visitors or events that your child will be taking part in. Each term we send home each class' **Curriculum Map** to set out what your child will be learning in all areas of the curriculum so that you can support this whenever possible.

Any child who is having extra support will have either a Learning Plan or a Pupil Passport, detailing their targets and how to help them move forward in their learning. We encourage the children to be a part of this process and to share their views, this may be done verbally, written down or using pictures, whichever way your child prefers. All LPs and PPs will be shared with you.

In-School Monitoring & Tracking

We hold Pupil Progress meetings with all class teams on a termly basis. The progress of all groups of pupils is analysed and strategies either in place or considered necessary to accelerate progress are discussed. The SENDCos monitor the progress of all pupils on the SEND Register through termly Teacher Assessment, performance in Optional Tests (as appropriate to the child), and standardisation of spelling and reading ages which allows a comparison between 'how they are doing' compared to how old they are, taken termly.

Our SENDCos meet with class teams at least half termly to review all pupils on the SEND register and to identify where any support needs to be changed or put in place.

The tracking of progress of all pupils, including those with SEND, enables the Senior Leadership Team to monitor, and if necessary change, what is in place to support your child to reach their full potential.

Published Data and Outcomes

Performance outcomes including Teacher Assessment and externally set test results are published in an information package called Primary Assessment Gateway This information is published annually in the Autumn Term for the end of each Key Stage. The achievement of all groups of learners is gathered together and analysed within this report which is available for everyone to look at. Pupils with SEND is a group whose achievements are included, with comparisons included to pupils with and without SEND both in-school and nationally.

Governing Body Monitoring

The Governing Body of Tower Hill Primary has an appointed SEND Governor who meets regularly with the SENDCo to discuss how effective we are being by looking at outcomes for SEND children; how the Learning Support team is spread throughout the school to assess Value for Money of the number of LSAs to pupil outcomes; and keep up-to-date with any developments or changes to statutory requirements to make sure that we are offering the best provision that we possibly can within the Department for Education's (DfE) framework. You can contact the SEND Governor through the school office on 01252 541785 or adminoffice@towerhill.hants.sch.uk

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

Our school SENDCo, Mrs Cartlidge, has a vast amount of experience in supporting children with additional needs and she works closely with the SENDCo Assistant, Pastoral Team, Class Teachers and Learning Support Assistants to plan appropriate support for your child. This can be in small groups within the classroom, with small withdrawal groups outside the classroom, or on a 1:1 basis, inside or outside the classroom.

We consistently work towards building learning independence, encouraging children to develop a 'have a go' attitude and to make as much progress as possible. Some children will need support for just a short amount of time in a specific area of learning but others may require on-going high levels of intervention and support programmes.

All decisions about support are made with your child's individual needs in mind. We build a sense of teamwork in our classes and across our school, promoting the idea that we work together to help each other, this includes the help and support of people at home. We will talk to you about any support that is in place for your child and we are also available to listen to you and your child about anything they are finding challenging.

If your child has significant or complex needs and an EHCP has been issued, detailing specific targets, we make sure that learning support provision is put in place for these to be met. *See: SEND Code of Practice.*

Progress towards your child's EHCP targets will be tracked through their Learning Plan and Annual Review meetings. All people involved with your child can be invited to these meetings. Your child will be encouraged to offer their views through the use of a 'My Views' document or the 'Child's Views' section of the EHC Hub. This may include the use of photographs, examples of work they are proud of and attending part of the Annual Review meeting.

Curriculum and Learning Environment

At Tower Hill we pride ourselves on being a wholly inclusive school and we support all children in accessing activities within and outside of the classroom. We believe that first-hand experiences, including trips and visitors to the school, are key to successful learning and so we want all our children to take part in these opportunities. This may involve us using tailored strategies to make this possible, for example; use of additional adults, use of specialised equipment, additional training and additional funding where necessary.

Our Accessibility Plan is in place to ensure that we are

- Increasing the extent to which pupils with disabilities can participate in our curriculum
- Improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services we provide or offer
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

See: Tower Hill Accessibility Plan.

Across the year groups at Tower Hill we use a range of approaches to support the different types of learning styles that children have, including those who learn best by looking, listening or by 'doing'. Lesson planning across all subjects is differentiated to support all children to have access to all areas of our broad and balanced curriculum. *See: Tower Hill Equality Policy.*



We have a lovely school environment that provides additional learning areas and spaces where children's needs can be met. This includes a sensory room that is available to any child across the school who will benefit from spending time in this fabulous space. We have additional learning space in our outdoor classroom that is situated in our 'Foxes Hollow' environmental area and our staff have been trained in providing outdoor learning experiences for the children. We also have group learning areas around the school that are available for a wide range of focussed activities. We also have a supervised 'Quiet Zone' to give children a space to take part in quieter play activities during their lunchtime break.

Who is the school's SENDCo and what training is provided for staff supporting children with SEND?

Tower Hill's Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Our SENDCo is Mrs. Christine Cartlidge. She can be contacted on the school number: 01252 541786.

Training and Development

All staff have annual Performance Management at which training needs are identified for the coming year. This can include whole-staff training (such as Safeguarding or Phonics Acquisition); or when several individuals have a similar requirement (e.g. how to support children physically who have emotional needs); or individual needs for their own development or to support a specific child who they work with for example 'approaches to autism'.

The SENDCo, Mrs Cartlidge is a trained Dyslexia Specialist. We currently have **27** Learning Support staff between 14 classes, including 2 Higher Level Teaching Assistants across the school. Additionally we have a Pre-School Link Worker who works across settings with the local Pre-Schools and younger children with identified language delays. We have LSAs who are specifically trained to support children on the Autistic Spectrum who have literacy difficulties; 4 members of staff who have undertaken Physical Restraint training (this can only take place for specifically identified pupils). We also have Learning Support Assistants who are Makaton (a form of simple signing) trained. We also have staff trained in the use of Cued Articulation and a trained ELSA. Our Family School Link Worker is also ELSA trained.

If your child has needs that we have not previously experienced, our SENDCo organises support from the relevant outside agencies, e.g. occupational therapy or Specialist Teacher Advisory Service so that the staff who will be involved with the child are supported to deliver appropriate provision.

We work closely with the Educational Psychologist; the school nursing team; colleagues from Occupational Therapy, Speech & Language Therapy and physiotherapy through the Solent Trust Children's Therapy service; the Primary Behaviour Service; Valley Trust Counselling; the Specialist Teacher Advisory service as well as with colleagues from other specialist schools in an outreach capacity.

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

Relationships are absolutely key to the ethos at Tower Hill. We believe that building confidence and skills to manage emotional regulation is essential for all children. Across the school we have introduced the Zones of Regulation to help us all to talk about manage emotions and how they may feel in our bodies. We have a dedicated ELSA (Emotional Literacy Support Assistant) who works with children to further support their emotional development and our Family Support Link Worker is also ELSA trained.

We also buy in the services of an independent counsellor and a Play Therapist who can support children with a range of emotional needs. They meet with identified children on a weekly basis over a period of usually between 8 and 12 weeks. *No children work with either counsellor, Play Therapist or ELSA, without your express permission and knowledge.*

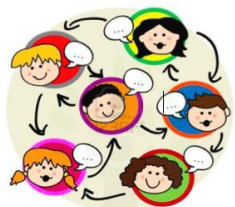
Any medication that a child requires can be administered by the school office, provided you complete an *Administration of Medicine* form stating correct dose and times that the medicine needs to be given.

Medication must be in its original packaging. This administration can make quite a difference if the medication is to help regulate a child's emotional needs. *See: [Tower Hill's Supporting Pupils with Medical Needs Policy and Administration of Medicine Procedure](#)*

Over recent years children have had so much disruption to their learning that **'Every Session Counts'** and we want all children to have the highest possible attendance at school. This is key to them being as successful as possible in their learning progress. Our SENDCo and Family School Link Worker work very closely with families across the school to help resolve any problems or difficulties around school attendance. We monitor registers on a daily basis to ensure that all children are safe and will contact families of any child not in school. We have a system of Attendance letters to let you know if your child's attendance is heading towards 'thresholds' which we consider to be of concern so that we can avoid situations which would involve action by external agencies such as Social Services or the Attendance Legal Panel. *See: <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england-autumn-term>*

We have six Designated Safeguarding Leads (DSL/DDSLs) at Tower Hill to try to avoid a situation where a concern about a child is raised and a trained professional is not available. These are the SENDCo, Headteacher, Deputy & Assistant Headteachers and our Family School Link Worker. We also have a Designated Safeguarding Governor.

The Chair and several members of the Governing Body and the Headteacher and Deputy Headteacher are trained in Safer Recruitment procedures to ensure that we really scrutinise applicants in our priority of keeping children as safe as we possibly can.



Annually, children at the end of each Key Stage (Year 2 & Year 6) complete an anonymous short survey which takes their views about how safe they feel including their views on behaviour and whether they feel there is an adult at Tower Hill who they would be able to talk to if they had a problem or worry. Any trends can then be identified and discussed with the children's School Council (SC) representatives and the Senior Leadership Team to investigate (if appropriate) and try to resolve upset.

The children in each class nominate a boy and girl representative for the School Council who meets with our named School Council Leader and on occasion members of the Senior Leadership Team, including the Headteacher. Our children are very clear that those who demonstrate respect, responsibility, thoughtfulness, selflessness and helpfulness are ideal candidates and that no child is excluded on the basis of only academic success. Children can put themselves forward for this role or can be nominated by another child in their class. Year 6 pupils also have the opportunity to apply to become a school Prefect. They write letters of application to the Headteacher on a termly basis describing the skills and ideas they would bring to this important role.

What steps should I take if I have a concern about the school's SEND provision?

When you want to discuss your child, we encourage you to initially speak to your child's class teacher and/or a SENDCo. Should you feel that your concern has not been fully resolved, you will be able to make an appointment to meet with **Miss Ovenden, Headteacher**. We will always aim to resolve any worries or concerns as soon as possible so as to limit any possible negative impact on your child. Following any such meeting we would arrange to see you again to ensure that the issues raised have been addressed. As mentioned before, we also have SEND Governor, who will be willing to listen to any concerns that you feel we have not helped you with. Tower Hill has a Complaints Policy that describes the procedure for you to follow should you feel a situation is not being resolved so that you know 'who to go to at which point'. *See: [Tower Hill Complaints Policy and Flowchart](#).*

Who else might work with my child and what are their contact details?

Agency	Contact Details
Speech and Language Therapy Occupational Therapy Physiotherapy	Children's Therapy Service, Solent NHS Trust Horizon Building, William MacLeod Way, Southampton. Hants SO16 4XE. Tel: 0300 300 2019 www.solent.nhs.uk/childrenstherapies
Educational Psychologist	Hampshire & Isle of Wight Educational Psychology Service Rushmoor Borough Council Offices Farnborough Road Farnborough GU14 7JU 01252 814729
School Nursing Service	Aldershot Centre for Health

	Hospital Hill , Aldershot Hants GU11 1AY 01252 335655
Primary Behaviour Service	The Hive Alexandra Road, Aldershot Hants GU11 1QJ 01252 814888
Family Support Service (formally Early Help Hub Team)	Rushmoor Borough Council Offices, Farnborough Road, Farnborough GU14 7JU.
Hampshire SENDIASS (formerly Support4SEND)	0808 164 5504 <u>info@hampshiresendiass.co.uk</u>
CAMHS - Child and Young Persons Services	CAMHS Single Point of Access First Floor, Dominion House Woodbridge Road Guildford Surrey GU1 4PU Tel: 0300 222 5755
Children's Services Contact for concerned members of the public	0300 555 1384 in office hours or 0300 555 1373 out of hours.

How accessible is your education setting (indoors and outdoors)?

Equipment and Facilities

We take improving accessibility very seriously at Tower Hill. We are 'wheelchair friendly' with all doors and internal walkways exceeding 900mm (recommended minimum limit) and all classroom/teaching areas are at ground level. All doors have visibility panels. Our main escape exit from the back of the school hall is ramped as is the entrance to the internal Early Years Quad area.

We have an access toilet in each building, fitted with taps with levers. Additionally, one of the toilets in the Reception Classes' area has a larger floor area to enable easier access if your child needs support with toileting and the Y2 and Y3 toilets also have a dual size seat, as does one of the girl's toilets in the Tansley tower. We have laid paths in Foxes Hollow and provide additional adults and/or equipment to support access where necessary

We work with colleagues from Occupational Therapy to discuss the availability of specific pieces of equipment that individuals may need to help them access different areas of the building and/or the activities within our curriculum. *See: [Accessibility Plan](#).*

How will the school prepare and support my child to join the school, transfer to a new school or transition to their next stage?



Tower Hill aims to provide smooth transitions in and out of our school. If your child has an EHCP the school is often invited to the last review before your child joins Tower Hill. This helps us to build a picture of your child and their individual needs. We also invite members of staff from new schools to attend reviews at Tower Hill when that is appropriate.

We provide a video if your child is joining Tower Hill in the Reception classes showing some of the areas of the school which your child will be using and the kinds of facilities we have here. The Early Years Team also offer some 'Stay and Play' sessions in addition to a pre-starting school individual home visit to build relationships between you, your child and the school. Our Early Years Leader, Pre-School Link Worker on a regular basis and, as considered beneficial, the SENDCo meets with feeder pre-schools to offer additional transition sessions should you or staff feel this would be a benefit to your child. We can also create photo stories of our school for your child to have at home if you think s/he might find that helpful.

The SENDCo, Assistant Headteacher and KS2 leader liaise with local Secondary schools for children in our Year 6 who will be moving on to KS3. This allows us to offer additional visits to their new school if your child would benefit from having extra time to get to know key members of staff and the layout of the school s/he will be joining. Should your child leave or join Tower Hill at times other than change of Key Stage described above we ensure that contact is made between the two schools to ensure that the needs of your child are discussed and all relevant paperwork is transferred.

Where can I get further information about services for my child?



Hampshire's Local Offer

The information in this document is written as part of Hampshire's Local Offer. Further details of other services for children and young people in our area can be found by following this link:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>