

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Leadership of Inclusion
Award



Attachment Aware
Schools Award

Hilltop First school

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School website:	www.hilltopfirst.co.uk
Type of school:	Maintained Mainstream First School With SEND Resource Unit

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Hilltop First School is a fully inclusive school where staff endeavour to meet the needs of all children through effective high quality whole class and small group teaching. Every child is treated as an individual, and staff work from their starting point ensuring the right provision is put in place to help them maximise their potential as learners. From the moment that pupils enter our school, they are encouraged to and taught to follow our Golden Rules: Aim High & Be Kind. Our school values of Kindness, Curiosity, Resilience, Aspiration and Inclusiveness are woven into all areas of school life. Through these values, we believe that all children respect and encourage each other, celebrating their strengths and supporting areas that they find more challenging.

The school has experience in supporting pupils with Autistic Spectrum Condition, Attention Deficit Disorder, Dyslexic related difficulties, Moderate Learning Difficulties, Social and Emotional Difficulties and sensory impairment. Support for staff is provided by the SENCO and other professionals.

Our Dandelion Resource Unit opened on our site in September 2024 the Dandelion unit provides targeted support within a total communication environment for a maximum of 10 pupils with a primary need of Speech, Language and communication as detailed in their EHCP. Pupils also have the opportunity to join with mainstream peers when they are ready to access elements of the mainstream curriculum and main school routines.

Pupils are allocated Dandelion Unit provision by the local authority SEND team in consultation with the school. If you believe that the dandelion Unit would best meet your child's needs, you will need to contact your child's assessment coordinator. If the local authority deems the base to be appropriate provision, they will submit your child's EHCP and supporting documents to the school for consultation. Your child's case will be discussed by a team of professionals, where a decision will be made on whether your child needs would be met within the resource unit. The assessment coordinator will communicate the panel's decision back to you.

Hilltop has been awarded the RBWM Inclusion Mark

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

The identification of SEN is built into the overall process of monitoring the progress of all children. Class teachers monitor progress through observations and assessments – both statutory and non-statutory. Base-line assessments allow staff to compare progress and identify pupils who are making less than expected progress. Where there are concerns about a pupil's rate of progress, parents will be informed and the class teacher may consult with the SENCO in determining support strategies that could be introduced to help the pupil to making better progress. On occasion external professionals may also be consulted. A Support Plan will be completed focussing on the pupil's strengths and identified areas of difficulty. A graduated approach is in place to support pupils with additional needs. This involves constantly reviewing the needs of the child and the success of interventions.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

In the first instance it is always best to raise your concerns with your child's class teacher. The class teacher may refer these concerns on to the SENCO who will help in identifying possible next steps in supporting your child. Where a child is identified as needing additional or different educational support, the parents will always be involved in creating and reviewing the SEN support plan.

If a parent would like to speak to the SENCO, an appointment can be made via the school office.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

Educational support at Hilltop is needs led: any provision or support should be provided in line with the needs of the child or young person and is not dependent on any formal diagnosis. Our staff are encouraged to make use of the RBWM Ordinarily Available Provision resources.

We have a range of strategies that we have established and use very successfully for children with Special Educational Needs. These include:

- Learning and SEND Support Plans that have small step, specific targets that are monitored and reviewed by staff with parent input
- Microteaching during whole class direct instruction times for children who need a little extra support or directing to get the most out of this teaching time.
- A range of Speech and Language resources that have been modelled and demonstrated by the Speech and Language team
- A range of whole school learning principles that are embedded to enable consistency from class to class; staff are aware of and aim to implement the EEF *Five a Day Approach*.
- Creative and memorable learning experiences to meet individual needs within the class
- Adapted resources and scaffolds which allow pupils to experience success and build confidence
- Physical resources or techniques which promote sensory regulation and support concentration and engagement
- We consider the strengths and skills of support staff when placing them in classes in order to best support specific children in their learning journeys
- Hilltop has been awarded the Gold Attachment Aware Award by RBWM Virtual School
- Adapted accessible resources as needed by individual pupils

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

All key stage team leaders are members of the senior Leadership Team and are class based. They play an important role in maintaining high standards across their key stage and play a supportive role to other teachers in their team.

- Every class has a visual timetable - In addition, some children have a personalised breakdown of their day.
- Personalised social stories may be used to support individual pupils.
- Individual resources such as fiddle toys and “move ‘n sit” cushions are available for pupils where appropriate
- Some children will have personal reward systems in place to encourage positive behaviour for learning.
- Visual prompts accompanying written text around the classroom (common *Widget* icons used throughout the school)
- Our staff team are growing in their use of Makaton to support day to day verbal instructions.

All classes benefit from a Teaching Assistant for at least half of the week. These Teaching Assistants also carry out interventions with the children they work with as part of their class based role. Teaching Assistants have been trained in the use of specific intervention strategies such:

- Precision Teaching
- Toe by Toe (Early Reading)
- Numberstacks (Number concepts)
- Pegs to Paper (Pre Handwriting skills)
- ELSA (Social & Emotional Support)
- Nurture Support
- Talk for Writing (Communication skills)
- Colourful Semantics
- Sound Linkage (Phonological awareness and processing)

Hilltop is supported by the Educational Psychology service, Shine Outreach Team (ASD support) and Manor Green Outreach team.

c. How is the decision made about what type and how much support my child/young person will receive?

Educational support at Hilltop is needs led: any provision or support should be provided in line with the needs of the child or young person and is not dependent on any formal diagnosis

Staff and external professionals may use diagnostic assessments to gather a range of information about a child's attainment and well-being. These tools help to inform adults working with your child about their relative strengths and areas of challenge. This information supports decisions about the most effective teaching strategies resources to support learning.

All support will be outlined in the child's SEND Support Plan which is reviewed regularly with parents. A whole school provision map is used to monitor those children who are receiving additional in-school provision or external professional involvement.

Where an Education Health and Care (EHC) Plan is in place, this informs the nature of provision of additional support in place for the child.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

Face to face or online Parent Teacher Consultations take place in the Autumn and Spring term for all parents. In addition, parents may request appointments with their child's class teacher at any time. Parents will be involved in the creation of a child's specific Learning Support or SEND Support Plan which will include a review of the child's strengths, areas of difficulty, specific outcomes and the support in place to help them to achieve these.

Each Key Stage runs workshops during the year based on the Key Stage's needs. Staff listen to feedback to accommodate any other requirements that parents feel they would benefit from. Parents of pupils in the Foundation Stage are invited to join in with weekly Song and Rhyme sessions and Parents of pupils in Key Stage 1 are invited to attend weekly Phonics Fun sessions. Once a term, each Key Stage enjoys 'Grown Ups in Golden Time'.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

The child's voice is very important to us as a school. Children are invited to communicate their wishes and feelings in a variety of ways including in whole class, small group and 1:1 sessions. Depending on their age and stage of development, pupils are able to contribute to Learning and SEND Support Plans. They will be asked about what they enjoy and what they find challenging in school and how they feel the adults can help them to be successful.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

Regular assessment periods and progress meetings each term allow staff to review the progress of all children. In conversation with the school leadership team, class teachers will set new pupil set targets, and put in place additional provision to help pupils achieve their targets.

Progress is shared with parents each term. In the case of pupils with Learning Support or SEND Support Plans, pupils' progress towards personal outcomes is reviewed alongside curriculum targets.

Regular meetings are held with external professionals such as Educational Psychologists and Speech and Language Therapists for them to offer additional expertise to a plan or review targets to help move the children on.

b. How do you involve my child/young person and parents in those reviews?

Learning support or SEND support plans are reviewed termly by class teachers and parents. Wherever possible, the child's views are also gathered by the class teacher to ensure that their voice is represented. Pupils usually enjoy talking about their learning and even very young children are able to articulate things about school that they have found tricky and areas in which they feel successful.

Parents of pupils with and EHCP will be formally invited to annual review meetings. They will be asked to contribute a written or verbal report which will be included in the final review minutes. They are also given the opportunity to invite other people who they would like to have present at the meeting. Pupils are able to contribute their thoughts through completing a fun paper-based reflection activity alongside a conversation with a trusted adult. All paperwork relating to an Annual Review including the minutes is always shared with the parents.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

One of our priorities as a school is meeting the emotional and social needs of all pupils and ensuring that they grow into confident well rounded individuals. All staff are committed to our nurturing ethos and whole school systems which develop the children's well-being and self-esteem. We are able to offer:

- 1:1 Bubble Time conversations with all class teachers
- Weekly My HappyMind lessons
- 1:1 or Small group SEMH sessions
- Small group Nurture Session
- 1:1 TLC time
- Safe spaces for individual pupils who need a break from the classroom
- Emotion Coaching / 5-to-thrive approach implemented by all staff

We work with key families and children to help support parents at home by modelling reward charts, strategies and approaches so that the children have consistency and continue to benefit from the provision that is implemented.

All parents have access to the My HappyMind parent app which provides useful home resources.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

Our effective transition programmes includes staff communicating with previous schools or settings in order to find out about any specific needs a pupil may have. Families of children joining in the Foundation Stage will be invited to attend one-to-one visits in school with staff where children can meet their teacher and become familiar with the environment while parents have more specific conversations about their child's needs. All pupils are invited in for a taster session before they start with us. Additional visits can be arranged if necessary. A photograph book can be provided for pupils whose identified need means they are particularly anxious about change and new experiences.

b. How will you prepare my child young people to join their next year group or school?

Class teachers ensure thorough handover of pupils at the end of each year so that new classrooms staff are aware of the strengths and needs of all children. 'Move up' times are planned towards the end of the summer term where all pupils spend time with their new classroom staff in their new classrooms. Pupils transitioning from EYFS to KS1 are given numerous opportunities to play in the larger main playground during the summer term so that they become familiar with this space ahead of their transition.

We work closely with our local middle schools to ensure that all pupils, and especially those with SEND, enjoy a smooth transition. Support plans are shared with the child's middle school so that they are aware of identified needs and successful support strategies which have been in place. Our Key Stage 2 staff plan additional transition sessions that are tailored to the needs of more vulnerable children. They will liaise with the middle schools who generally offer additional support and visits for these children. Key middle school staff are invited to visit the children at our school and talk to them about the transition between schools. Some children create a transition booklet to share important information about themselves with key adults at their new school.

The Hilltop SENCO shares key information about pupils with the next schools' SENCO and additional individual visits for children can be arranged with new schools.

Where a pupil has an EHCP, the SENCO from the next school will be invited to join the final review meeting.

6. Accessibility and specialist equipment	
a. How accessible is the school environment? <i>(A link to the School's Accessibility Plan can be found in section 8b)</i>	
<ul style="list-style-type: none"> • Is your school wheelchair accessible? Our school is fully wheelchair accessible including a lift and ramps with some widened door entrances. • Have adaptations been made to the auditory and visual environment? Outdoor stair edges are painted yellow. • What changing & toilet facilities does the school have for children and young people with SEND? We have a disabled toilet A handrail has been fitted to one toilet cubical in FS and KS1 toilets. • Do you have disabled car parking for parents? Parents of children with disabilities are able to park on site when needed. 	
b. What if my child needs specialist equipment or facilities?	
<p>The school endeavours to ensure that equipment and facilities necessary are provided on a needs basis. Resources and specialist equipment is funded from the school's budget with top up funding from SEN at the Borough. The school is able to liaise with Shine, Berkshire Sensory Consortium, Occupational Therapy and other external agencies as required.</p>	
c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?	
<p>The school makes reasonable adjustments to enable all children to access all areas of the curriculum including school trips and After School Clubs. The school's aim is to ensure that children are fully included in all aspects of school life. Tools to enable this may include Risk Assessments or safety plans. Parents and Carers are always fully involved in this process. In the past, school trips and special events such as sports day have been adapted to ensure they are inclusive for all pupils.</p>	

7. Training for staff, specialist services and further support	
a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?	
<p>We have the following staff with qualifications specific to SEND:</p> <ul style="list-style-type: none"> • SENCO with the National Award for Special Needs Coordination • Teacher with Post Graduate Degree in Addressing Barriers to Learning • SEMH Lead has completed The DfE accredited Senior Mental Health Lead training. • Emotional Literacy Support Assistant (ELSAs) • Teaching Assistants trained to run Nurture Groups • Staff have regular training in the needs of pupils with ASC, ADHD, SPD • Teachers and teaching assistants are trained in medical needs such as required (e.g. managing severe epilepsy, asthma, allergies) • Trained First Aiders – including Paediatric First Aid • Youth Mental Health First Aider 	

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

Hilltop First School is able to access the following agencies for additional help and advice in meeting the needs of individual children:

- RBWM Educational Psychologist
- Berkshire Healthcare Children and Young People's Integrated Therapy (CYPIT) Services (Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy)
- RBWM Behaviour Support team
- RBWM wellbeing team
- Manor Green Outreach team
- Children and Young People Disability Service (CYPDS)
- Shine Autism Team
- Berkshire Sensory Consortium
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help team which links school and families to relevant services
- Multi agency Safeguarding Hub (MASH)
- School Nursing Service
- Youth Talk
- Domestic Abuse Stops Here (DASH)

All information is available on the RBWM Local Offer and website.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <https://www.ias-rbwm.info/>

SEND Voices RBWM is the parent carer forum for the Royal Borough of Windsor and Maidenhead (RBWM). This group of parent carers of children or young people (aged 0 to 25) with special educational needs and disabilities (SEND) aim to ensure that the services in RBWM meet the needs of local children with SEND and their families.

<https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/send-voices-rbwm-parent-carer-forum>

GEMS4Health provides support for parents and carers to help them develop a better understanding of autism and ADHD, empowering them to implement strategies within the home environment. They do this through workshops, courses, animations, and by signposting to local and national services.

<https://www.gems4health.com/>

The Royal Borough of Windsor and Maidenhead's Local Offer provides information about other services that might be available to support your child/young person:

https://rbwm.afcinfo.org.uk/local_offer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND

All school policies are available on the school website.

<http://www.hilltopfirst.co.uk/policies/>

- SEND
- Safeguarding
- Behaviour
- Managing Medical Conditions in School
- Children with Health Needs who cannot attend School

10 . Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

In the first instance, please speak to the class teacher or SENCO. If you feel you need to speak to someone else, an appointment with the headteacher can be arranged via the school office.

Full details of our complaints procedure and be found in the Complaints Policy which can be found online.
<http://www.hilltopfirst.co.uk/policies/> A printed copy may be obtained from the school office.

11. Glossary

Terms used in this document	Description/explanation of term
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children and young people with mental health difficulties and their families.
Children and Young People Disability Service (CYPDS)	A Local Authority service supporting children and young people aged 0-25 with special educational needs and disabilities. This includes social care functions, family working, occupational therapy assessments in the home and the statutory assessment and review process for Education, Health and Care Plans
Education, Health and Care (EHC) Plans	An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
Learning Support Plan	A document drawn up in school which outlines targets for individual children with additional needs and how they will be supported to meet those targets
Nurture groups	Small group intervention for supporting children with social, emotional or behavioural needs to access learning
Provision map	A way for a school to map out the resources and provision available, including whole class teaching, group work and individual interventions, for identifying and overcoming barriers to learning and meeting the needs of all pupils. It includes provision which is 'additional to' and 'different from' that which is offered through the school's curriculum.
SEMH	Social Emotional & Mental Health
Shine	An outreach service which supports children on the Autism spectrum in mainstream schools
Special Educational Needs Co-ordinator (SENCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school.
Visual timetable	Timetable for an individual or class with pictures which clearly shows the activities which

Date of last update of this document: September 2025

Date of next review: September 2026