SEND Local Offer
VERSION: January 2026
REVIEW: January 2028

Key Information

School Name: Ashby Hill Top Primary School
Address: Beaumont Avenue, Ashby de la Zouch, Leicestershire LE65 2NF
Telephone Number: 01530 415736
Head Teacher: Mrs Sylvie Newman
Head Teacher Contact Details: snewman@ashbyhilltop.leics.sch.uk
Website Address: www.ashbyhilltop.leics.sch.uk
Twitter Details: @Ashby_Hill_Top
Facebook Details: n/a
Age Range of Pupils: 4-11
Last Date of Inspection: April 2024
Outcome of Last Inspection: Outstanding in all aspects
Does the school have a specialist designated unit: No

Tell me about the kinds of special educational needs for which provision is made.
Ashby Hill Top Primary School makes provision for children with various Special Educational Needs and disabilities that can be appropriately met in a mainstream setting. We have a hard working and caring team who strive to work alongside parents in the best interests of all the children who attend this school.
We do not have a specialist unit, but we work hard to be an inclusive school.

How does Hill Top identify and assess pupils with special educational needs?
There are a number of ways in which we might identify and assess children with Special Educational Needs, including:

- Communication with the pre-school setting
- Communication with parents
- Communication with other services involved with a child (e.g. GPs, school nurse, paediatricians, hearing impairment team, visual impairment team, speech & language therapists; occupational therapists; social services including - social workers, Autism Outreach, ADHD Solutions, Specialist Teaching Service, CAMHS and Educational Psychologists.
- Concerns raised by a class teacher or other staff member

Evidence could include:
Assessments by the SENDCO

- Parental/carers interviews
- Medical notes
- Reports from other agencies

- Individual pupil tracking

Can you give me some information about provision for pupils with special educational needs, whether or not pupils have Education Health and Care (EHC) Plans, and how Ashby Hill Top Primary School evaluates the effectiveness of its provision for such pupils and reviews the progress of children with Special Educational Needs?

- Once a child is identified as having a Special Educational Need, parents will be informed, usually through a meeting with the class teacher.
- The child's provision will be set out on the school's provision map and may include: speech therapy support; use of technology or specialist equipment in class for children to be able to access their learning; one-to-one or small group support for a short or longer term; or a specialised support programme designed to meet a child's specific needs
- If external services become involved, the child will have an ISP drawn up. Parents and the child will be involved in drawing up the ISP and reviewing it.
- If a child has an ISP, the parents will be offered twice yearly meetings with the class teacher to discuss their child's progress and any other questions or concerns they may have. The SENDCO is available more frequently and parents can request an appointment at any time during the school year.
- The class teacher monitors the progress of the child and discusses it with the SENDCO and head teacher at least three times a year. This meeting looks at how successful the intervention has been and what support can best be implemented next. Our support is underpinned by targets that are SMART in order to assist and focus our evaluations. The outcomes of these meetings are integral to the termly meetings with parents. Parents' views are considered when we set our intervention programmes for each child.
- Staff meetings are held at least termly to discuss intervention & progress and to discuss training & share good practice.

What is Hill Top's approach to teaching pupils with special educational needs?

- We endeavour to be an inclusive school and for most children with Special Educational Needs, their individual support will be met in class or in a nearby room.
- We believe in positive small steps and celebrating success with children and parents. We set challenging but achievable targets for children.
- We believe in working in partnership with parents, children and, where appropriate, external agencies.
- We try to take on board advice that we receive, adapt our intervention as appropriate to meet the needs of all our children

How does Hill Top adapt the curriculum & learning environment for pupils with special educational needs and provide additional support for learning that is available to pupils with special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support and resources dependent on children's needs.
- We provide funding to ensure our SENDCO and HLTA, who delivers most of the emotional and behavioural interventions for children with SEND, can meet weekly to discuss progress and to plan for further good practice
- We try to ensure that all children who have Special Educational needs, have their needs met to the best of the school's ability with the funds available.
- We have a team of LSAs who deliver programmes designed to meet groups of children's needs.
- Quality First Teaching is important at Hill Top and our termly meetings between the teaching staff, HLTAs and SENDCO ensure that best practice is shared and monitored. Class teachers plan lessons in accordance with the needs of the children in their class. Planning is adapted on a daily basis, depending on the evaluation of the previous lesson and how the children's learning progressed.
- Our Lower School, Middle School & Upper School Teams will, if appropriate, teach children in groups, in order to meet their curriculum needs.

- Trained Classroom Assistants support children, meeting the demands of teachers' plans, in class and in small groups
- We endeavour to incorporate the advice of external agencies into our curriculum (for example through PHSE) or through using specialised or adapted equipment for children with Special Educational Needs

What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

- The curriculum is planned to be accessible by every child.
- We carry out risk assessments on all trips and ensure a suitable number of adults are in attendance based on the needs of the children on the trip.
- Extracurricular school clubs are available to all pupils and if possible adjustments will be made to support the participation of vulnerable pupils.
- Health and safety audits will be conducted as and when appropriate.

What support is available for improving the emotional and social development of pupils with special educational needs?

- Support we can provide in school may include:
    - PHSE activities
    - Nurture groups
    - Social skills and friendship groups
    - Behaviour programmes including rewards and sanctions.
    - Peer support or shadowing
    - Home/school contact books
    - ELSA intervention
    - Biofeedback
    - Blue Room – for support at lunchtime
    - Forest Room/ Rainbow – withdrawal space
    - Medicines can be administered in school with signed parental permission, providing the medication is prescribed by a doctor. There are nominated first aiders in school and several members of staff have paediatric first aid qualifications. If your child has significant medical needs you will need to speak to the Headteacher to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.
    - The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class teacher will speak to the SENDCO or Headteacher

Can I have some information about the expertise and training of staff in relation to children and young people with special educational needs and specialist expertise which may be secured?

- Our SENDCO has the national Special Educational Needs Coordinator qualification
- All our teaching staff and fully qualified teachers
- One of our HLTAs is a qualified ELSA
- Our HLTAs are qualified to Level 3
- Our support staff are qualified to Level 2 as a minimum
- Most of our staff have Epipen, first aid training and autism training
- Several of our staff have paediatric first aid training
- Four senior staff are designated senior persons for Safeguarding and all staff have regular safeguarding training
- Two members of staff have level 3 autism training
- Four members of staff have level 2 autism training
- All other classroom based staff have level one or equivalent autism training (trained 2023)
- All classroom based staff have ADHD training (2025)

Support from other services may be accessed as appropriate, for example:

- Educational Psychology Service
- Autism Outreach Team (AOS/STS)
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Therapy Team (Speech and Language/Occupational Therapy/Hearing
- Impairment/Visual Impairment teams
- Paediatricians
- Social Services
- School Nurse
- Family Steps
- Independent dyslexia assessors
- Private S and L assessors
- Oakfield Inclusion Forum
- Forest Way Outreach Forum
- EY SENS Support

How do we ensure parents and children's views are listened to?

At Ashby Hill Top, we value parents and we feel it is very important that home and school work closely together.

Through a strong partnership we can share our expectations, foster an understanding and celebrate your child's successes.

- We operate an open-door policy which allows parents to contact their child's class teacher, either at the end of the school day or via a telephone conversation
- A senior member of staff is at the school gate every day to meet and speak to parents
- All class teachers walk their children to the gate at the end of the school day, where they are available to speak to parents.
- Parents are invited to attend two parents' evenings throughout the year and an Open Evening in the summer
- If your child has an ISP you will be invited to review and agree new targets for your child as well as feedback on the ISP that is just closing. You will also be invited to meet with the SENDCO twice a year.
- If your child has an Educational Health and Care Plan (EHCP), you will be invited to attend an annual review.
- Parents are invited to become involved in school-life through a number of means e.g. Friends of Hill Top (PTA); hearing children read and ongoing invitations to school events such as: nativity, carol service, harvest, sports day etc.
- We host meetings for parents for information in the lead up to residential visits and SATs
- We ensure that we have the full quota of Parent Governors on our Board of Governors
- Children review their own progress against ISP targets with the teacher and contribute to their one-page profile.
- Children take part in setting their own targets and in reflect and review of their targets and their work
- We have a School Council which all children have the opportunity to volunteer for.
- PHSE times give children the opportunity to express their thoughts and feelings
- There is a pupil questionnaire every 2 years where we actively seek the viewpoints of children.
- If your child has an EHCP their views will be sought before any review meetings.

What can you do, if you wish to raise a concern or make a complaint about SEND provision?

- In the first instance, if you have any concerns, please see the SENDCO. In the vast majority of cases, she will be able to resolve the issue for you
- In the unlikely event of the issue not being resolved, you can make a complaint through the school's complaint procedure which is available on our website. A paper copy is available at the school office

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

- As described in previous sections, the Governing Body delegates responsibility to the SENDCO and the Headteacher to involve external agencies as required to support children and families.
- The Governing Body has a named Governor with particular interest in Special Educational Needs who conducts regular monitoring visits to school and the Headteacher's termly report to Governors includes a section on Special Educational Needs

Can parents have the contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32?

- If parents wish to contact any support services, their up to date contact details are available from the SENDCO

How does Hill Top manage the arrangements for supporting pupils with special educational needs in transferring between phases of education?

- At Ashby Hill Top Primary School, we recognise that transition from Primary School to Secondary School, or from Hill Top to another setting at any age, can be difficult for all children, especially those with SEND and so we take steps to ensure that any transition is as smooth as possible.
- We have an Induction programme in place for welcoming all new learners to our setting.
- We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also liaise closely with their current school or pre-school setting and undertake a visit to that setting to discuss the child's needs with their current key worker.
- If your child is moving to another school we will contact the school SENDCO and ensure that he/she knows about any special arrangements or support that needs to be made for your child. We discuss the paperwork, as far as possible, to ensure the information is fully understood
- In addition we will make sure that all records about your child are passed on as soon as possible.
- When your child moves classes in school we ensure that all information will be passed on to the new class teacher in advance and a discussion about the needs of all pupils will be discussed at a transition meeting. All ISPs will be shared with the new class teacher. We have a Pupil Running Profile Form for each child which charts their emotional and academic progress through school. This is shared with the new teacher, by the existing teacher. If a classroom assistant is to be intensively involved with the child's life at school, this person will be present at as many of the induction meetings as possible.
- If your child is transferring to high school a transition programme will be put into place. We have very good relationships with Ivanhoe College and Ashby School and we share information to support pupils' learning and well-being at a meeting in the summer term.
- Your child will have the opportunity to visit their new school on more than one occasion
- Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils. If required, staff from Hill Top will accompany them on their additional transition visits
- If your child has complex needs then an EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend. This takes place in the autumn term in your child's last year at Hill Top. This may also take place at the pre-school setting for children with an EHCP and complex needs, if that child is due to start school in Foundation

The name of and contact details of SEND co-ordinator

Mrs Juliet McAuliffe
01530 415736
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You can find Leicestershire's local offer here: www.leics.gov.uk

The Local Offer describes the types of support available in Leicestershire for children and young people with Special Educational Needs and Disability in the age range of birth to 25 years of age.
The Local Offer will include information relating to all services and support available across Education, Health, Social Care and the Voluntary Sector for children and young people with Special Educational Needs and Disability with the aim of making this information accessible to parents/ carers, children, young people and professionals