

Hillside School SEND Report



2026-2027

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This SEND Information Report is reviewed at least annually and updated during the year where significant changes are made to SEND provision.

Our Vision

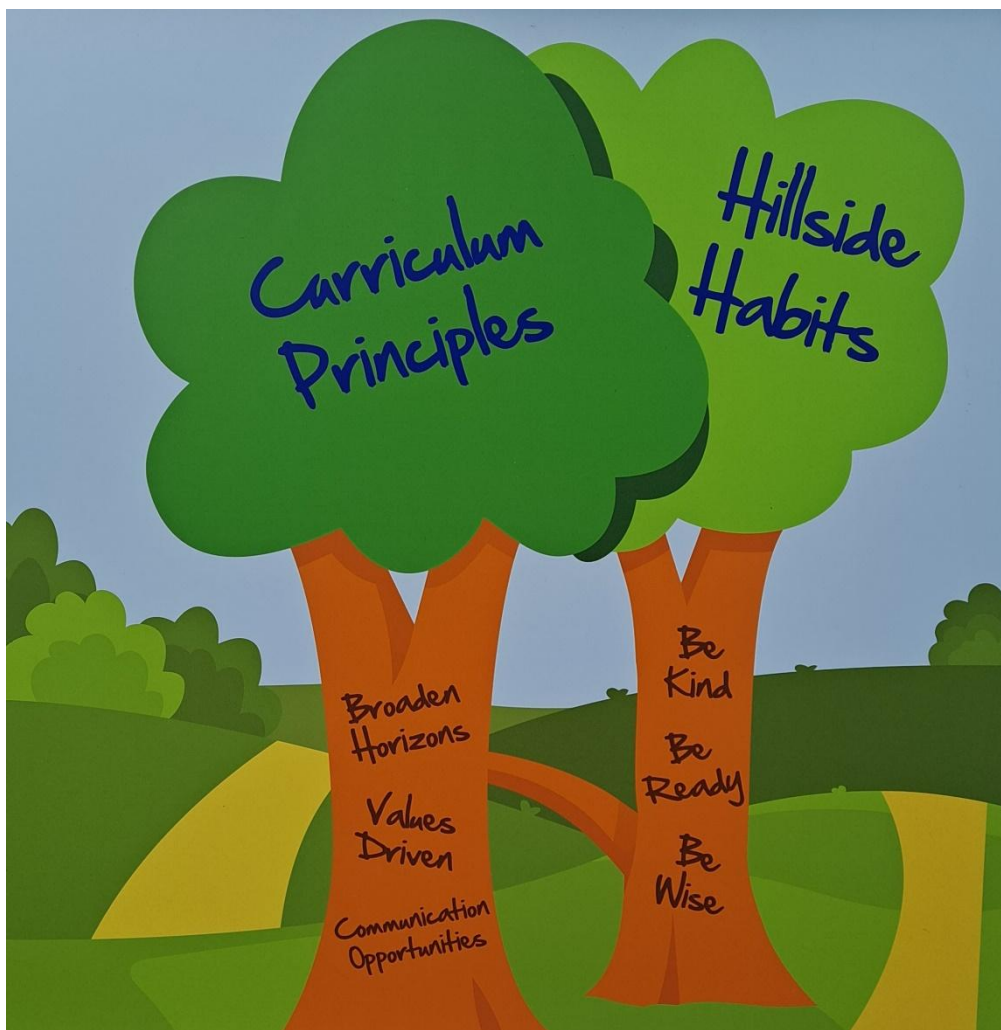
At Hillside Primary and Nursery School, our curriculum is broad, balanced, rich and varied. We aim to provide every child with a high-quality education and experiences that support and develop the whole child.

We are committed to making everyday count, ensuring that all children are prepared for the next stage of their education and for life in modern Britain.

Our curriculum vision is to develop pupils' knowledge of the world, enable them to become articulate communicators and support them to develop a confident sense of the right thing to do.

We believe that **every child should have access to a broad, balanced and ambitious curriculum**, regardless of any Special Educational Need or Disability.

Some children may require provision that is additional to, or different from, that ordinarily available. We are committed to identifying these needs early, removing barriers to learning and providing the right support so that every child can thrive.



Meet the Hillside SEND Team

SENDCo

Miss Houseman is the SENDCo in school. She coordinates the day-to-day provision for children with Special Educational Needs and Disabilities.

The SENDCo:

- Supports staff to identify children's needs.
- Coordinates SEND provision.
- Supports teachers to plan adaptations and interventions.
- Monitors children's progress.
- Liaises with parents and carers.
- Works with external professionals.
- Monitors the effectiveness of SEND provision across school.



She is also a DSL (designated safeguarding lead), Pupil Premium Lead and Designated Teacher for looked after and previously looked after children.

You can contact her at: senco@hillsideprimary.com, via dojo or by phoning the school office on 0115 8401477

Behaviour Lead

Mrs Beck is the school's Behaviour Lead. She works closely with the SENCO, staff and families to support pupils. She helps identify barriers, develop consistent strategies and support children to regulate, engage and access learning successfully.

You can contact her at: ltaylor@hillsideprimary.com via dojo or by phoning the school office on 0115 8401477



Family Support Worker



Mrs Scoutney is our Family Support Worker and ELSA (Emotional Literacy Support Assistant). She supports children and families with emotional wellbeing, confidence, friendships, attendance and any challenges that may affect a child's ability to feel happy, settled and ready to learn.

You can contact her at: familysupport@hillsideprimary.com, via dojo or by phoning the school office on 0115 8401477

Class Teachers

Your child's class teacher remains responsible for their learning, progress and development, including when they receive additional SEND support.

You can contact them via your child's Class Dojo or in person at the beginning or end of the day.

What is SEND?

SEND stands for **Special Educational Needs and Disabilities**.

Children may experience additional needs at different stages of their education. Some children may need short-term support, while others may require longer-term or specialist provision.

The four broad areas of SEND are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

These areas help us understand the barriers a child may be experiencing but are not used as fixed labels. Children may have needs across more than one area.

How might we identify children with SEND?

Some children join Hillside with identified needs, while for others these may become clearer over time.

We get to know each child carefully by looking at their learning, communication, wellbeing, independence and participation in school.

We may identify concerns through

- Conversations with parents and carers
- Regular assessment and pupil progress meetings
- Classroom observations and children's work
- Transition information from previous settings
- Pupil and staff views
- Advice from external professionals.

If concerns are identified, we use the **Assess → Plan → Do → Review** approach. This helps us understand the child's needs, put the right support in place and review whether it is making a difference.

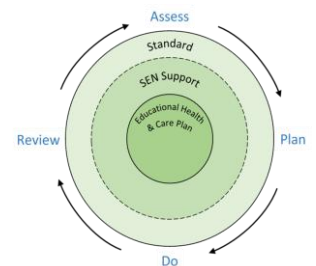
Where needed, the SENDCo or other professionals may carry out further observations or assessments.

The Graduated Approach

We follow the **Assess** → **Plan** → **Do** → **Review** approach to make sure each child receives the right support at the right time.

This means we:

- **Assess** your child's strengths, needs and any barriers to learning
- **Plan** the support, strategies or interventions that may help
- **Do** by putting this support in place
- **Review** the impact and make changes where needed.



As we build a clearer picture of your child's needs, this may include observations by the SENDCo, advice from outside agencies, checklists or formal assessments.

How do we work with parents and carers?



Parents and carers know their children best, so we want to work closely with you and make sure you feel involved, listened to and supported.

If we have any concerns about your child's progress or development, we will talk to you early. Together, we will build a clear picture of your child's strengths, needs and the support that may help them.

If your child receives SEND Support, we will work with you to create a **SEND Support Plan**. This will include:

- Your child's strengths and needs
- Any barriers to learning
- The support and strategies in place
- Your child's views
- Your views
- The outcomes and next steps we are working towards.

We will review this with you at least termly, so we can celebrate progress, discuss what is working well and agree any changes needed.

How are children involved?

We believe children should have a voice in decisions about their education.

Children are supported to share:

- What they enjoy
- What they find difficult
- What helps them learn
- What they would like help with
- Their aspirations
- Their views about the support they receive.

We will support children to communicate their views in ways that are appropriate to their age, understanding and communication needs.

How do we teach and support children with SEND?

At Hillside, high-quality teaching is our first response to SEND. Class teachers are responsible for the progress of every child and will adapt teaching so that children can access a broad, balanced and ambitious curriculum alongside their peers wherever possible.

Support may include:

- Scaffolding and breaking learning into smaller steps
- Visual prompts and modelling
- Pre-teaching key vocabulary
- Extra processing time
- Adapting resources or staffing
- Reasonable adjustments
- Assistive technology
- Strategies that build confidence and independence.

We believe in every child's potential and aim to provide the right support to help them succeed.

Additional support and interventions

Some children may need extra support alongside classroom adaptations. Depending on individual need, this may include:

- Small-group or individual support
- Read Write Inc. phonics

- Precision Teaching
- First Class @ Number
- ELSA support
- WELCOMM
- Individual Speech and Language Therapy programmes

Support is regularly reviewed to make sure it is helping your child make progress. If it is not having the impact we hoped for, we will review it with you and make changes to better meet their needs.

Working with specialist professionals

With parental consent, we may also seek advice or support from specialist services, including:

- Educational Psychology
- School Inclusion Services
- Speech and Language Therapy
- Visual and hearing impairment teams
- Physical disability specialists
- Social, Emotional and Behavioural support services
- CAMHS
- Physio therapy
- Occupational Therapy.



We will work closely with you and any professionals involved so that support is joined up and focused on your child's individual needs.

How do we support children's wider development and well-being?

We recognise that children's development and progress are about much more than academic success. We want children with SEND to feel safe, valued, included and confident, with a strong sense of belonging and a voice in school life.

Support may include:

- Opportunities to share their views through School Council.
- ELSA support for emotional wellbeing.
- Access to our sensory room.
- Support from our Family Support Worker.
- Help with attendance, where needed.
- Full access to clubs, enrichment and extracurricular activities.

We also promote kindness, respect and inclusion through our SCARF PSHE curriculum, assemblies and anti-bullying work.

Support during the wider school day

Some children with SEND may need additional support during less structured times such as break and lunchtime. Where needed, we will put appropriate support in place to help children feel safe, included and able to participate successfully.

How do we know that the support in place is working?

We evaluate the effectiveness of provision for pupils with SEND through:

- Reviewing pupils' progress towards the outcomes on their SEND Support Plans.
- Holding termly reviews with parents.
- Reviewing the impact of interventions on a regular basis (children are given assessments at the start and end of every intervention plus a midpoint review).
- Listening to and capturing the pupils own voice and involving them in their reviews where appropriate.
- Regular monitoring by the SENCO by visiting children in classes and looking at their work.
- Consulting with and taking feedback from outside agencies.
- Holding annual reviews for pupils with EHC plans.
- For those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems such as BSquared or the Engagement Scale.

How do we measure progress?

Most children's progress is monitored through the school's usual assessment systems. For some children with more complex SEND, progress may occur in smaller developmental steps. Where appropriate, the school may use assessment tools such as B Squared to capture these smaller but significant steps.

We focus on whether each child is making meaningful progress from their individual starting point.

How are staff trained to support children with SEND?

We are committed to ensuring staff have the knowledge and confidence to support children with a wide range of SEND.

Training is matched to the needs of pupils and staff and may include:

- Dedicated SEND staff meetings
- SENDCo workshops and intervention training
- Training linked to specific children or areas of need
- Advice and training from specialist professionals
- Family SEND meetings
- support from the Holgate Family of Schools

- Professional development through the Flying High Partnership

Where a child joins the school, or moves to a new class, additional training may be arranged to make sure staff understand their individual needs and can provide appropriate support from the start.

How accessible is the school and what support is available?

Hillside is committed to ensuring that disabled children are not treated less favourably because of their disability. We make reasonable adjustments to remove barriers and help every child take part fully in learning and school life.

Our school is single-storey with level access and includes:

- Accessible changing facilities
- A sensory room
- Dedicated breakout spaces
- Visual and communication supports
- Assistive technology where appropriate
- Adapted resources and learning environments.

We make reasonable adjustments so children can take part fully in lessons, trips, clubs and wider school life. This may include adapting teaching, resources, routines, seating, communication methods or the physical environment.

If specialist equipment or further adaptations are needed, we will work with parents, carers and relevant professionals to identify the most appropriate support.

We can also provide information in alternative formats where needed, such as enlarged print, visual formats or translated information.

Our Access Plan sets out how we continue to improve:

- Access to the curriculum
- Access to the physical environment
- Access to information.

Access Plan: [Click Here](#)

Admissions for children with disabilities

Children with disabilities are welcomed at Hillside. Our admissions arrangements are the same for all pupils and follow the school's Admissions Policy and relevant legislation.

We will work with families, previous settings and professionals before admission to understand a child's needs and put appropriate support and reasonable adjustments in place.

Admissions Policy: [Click Here](#)

How do we support children who are moving between phases?

We support all our children to have smooth transitions between settings whether they are entering our setting, moving to a new class within our school or leaving us for another school.

This happens in several ways:

- During the Summer Term, transition meetings are planned to ensure detailed transfer of the child's needs and that the SEND Support Plans are passed on to the new class teacher. Parents may be invited to attend these meetings.
- Additional transition activities may be planned for children who need it such as those with emotional needs or Autism. This may include additional visits, transition books or social stories to support them with the change involved in moving on.
 - The SENDCo visits new EYFS children who have been identified prior to starting school in their Nursery or pre-school setting to plan support before the child starts with us.
 - For children transitioning to a new setting (such as secondary school) we work closely with the destination school to ensure that a clear transition plan is in place.

Preparing children for the future

We support children with SEND to develop confidence, independence, communication and life skills throughout their time at Hillside. Our aim is to prepare every child for their next stage of education and help them become increasingly independent.



What if I am not happy with the support being provided?

If you have any concerns about the SEND support your child is receiving, please speak to their class teacher or the SENDCo in the first instance.

We will work with you to understand your concerns and agree the best way forward. If you feel the matter has not been resolved, you can follow the school's Complaints Policy which is available on the school website or from the school office.

Where can you find additional support?

We want families to feel supported and know where to turn if they need extra help. Where appropriate, we may signpost parents and carers to local services, support groups, charities or activities that could help their child or family.

The **Nottinghamshire SEND Local Offer** provides information about services and support available for children and young people with SEND, whether or not they have an EHCP.

Nottinghamshire SEND Local Offer:

Parents can also contact **Ask Us Nottinghamshire** for free, impartial advice and support.

Ask Us Nottinghamshire: 0800 121 7772

Website: www.askusnotts.org.uk

If you need help accessing any of these services, please speak to the school and we will be happy to support you.