

Hillside Primary and Nursery School SEND Policy



September 26

Updated: September 2026
Approved: September 2026
Published: September 2026
Next Review: July 2027

SEND at Hillside

At Hillside Primary and Nursery school, our Curriculum is broad and balanced, rich and varied, providing our children with a high-quality education and experiences that support and develop the whole child. We are committed to making every day count, ensuring that all children are prepared for the next stage of their education and for life in modern Britain. At Hillside Primary and Nursery school, our curriculum vision is to develop our pupils' knowledge of the world, ensure they are articulate communicators with a confident sense of the right thing to do. Pupils with SEND may require provision that is additional to or different from that ordinarily available, and the school is committed to identifying and meeting these needs at the earliest opportunity.

The framework for supporting children and young people with special educational needs is contained within the SEND Code of Practice. A copy of which can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Nottinghamshire has developed a SEND Local Offer, which is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Local Offer:

This policy has regard to:

- Children and Families Act 2014
- SEND Regulations 2014
- SEND Code of Practice: 0–25 years
- Equality Act 2010

It should be read alongside the school's relevant safeguarding, equality, accessibility, medical needs, behaviour, attendance, admissions and complaints policies.

Our aims are to:

- **Identify the needs of pupils with SEND as early as possible**
 - This will enable us to set suitable outcomes for the children to support them with their next steps of learning
 - Ensure high-quality teaching, adaptive teaching, scaffolding and reasonable adjustments are responsive to pupils' individual needs.
 - Provide early intervention and support to prevent attainment gaps from emerging
 - Access outside agency support when required
- **Monitor the progress of all pupils**
 - Monitoring serves as a tool to identify progress of individuals and their next steps for learning.
 - Teachers continually monitor the performance of pupils lesson by lesson and meetings are held with the SENDCo and Head teacher each half term to identify any interventions required.
 - Most pupils are monitored using the school assessment system, however some children may need a smaller step assessment system such as B Squared, in order to demonstrate small step progress.
 - Individual outcomes are also monitored on a termly basis with parents
- **Make appropriate provision to remove barriers to learning and ensure pupils with SEND can access a broad, balanced and ambitious curriculum**
 - Pupils with SEND will be supported to access the curriculum through high-quality and adaptive teaching, scaffolding and reasonable adjustments
 - Specific interventions support identified gaps or next steps in learning, these are coordinated by the class teacher and SENDCo. Regular reviews ensure that these interventions are timely and effective.
 - In specific circumstances where a child's needs are complex, children may require an individualised curriculum. This will always be bespoke to the child's needs and be implemented in agreement with parents. Outside agencies will usually be involved with these children and will be asked to contribute towards the building of the appropriate provision.
- **Work in partnership with parents and carers**
 - At Hillside, we recognise parents and carers as essential partners in supporting pupils with SEND. Their knowledge of their child's strengths, needs and aspirations is valued and will help shape identification, provision, review, outcomes and next steps.
- **Work with, and in support of, outside agencies**
 - Where a pupil's needs require additional expertise, the school may seek advice or support from external professionals. Parents and carers will be involved in this process and consent will be sought where required. These include (but are not limited to) Schools Inclusion services (SIS), the educational psychology service (EP), Speech and language (SALT) and other medical professionals.
 - School also has a network of support and expertise by being part of both the Holgate family of schools who are overseen by the family SENDCo and the Flying High Partnership's Inclusion Team.
- **Pupil Voice**
 - Hillside aims to create an environment where pupils feel safe and confident to express their views about their needs, learning and provision.
 - Pupils will be supported to share their views, needs and aspirations in ways appropriate to their age, understanding and communication needs. Their views will inform pupil profiles, SEND reviews and EHCP meetings where appropriate.

- Pupils are also encouraged to contribute to wider school life and decision-making through opportunities such as the School Council.

Roles and responsibility for SEND provision

Governing Body- The governing body will ensure that the school meets its statutory duties for pupils with SEND and that appropriate provision and resources are in place.

Headteacher- The Headteacher, Mrs Richardson, has overall responsibility for SEND provision and for ensuring this policy is implemented effectively.

SENDCo- The SENDCo, Miss Houseman, coordinates day-to-day SEND provision, maintains SEND records, supports staff, liaises with parents and external professionals, and monitors the effectiveness of provision.

Class teachers- Class teachers remain responsible for the progress and development of all pupils in their class, including those receiving additional SEND support.

Teaching Assistants- Teaching assistants support the delivery of agreed provision under the direction of the class teacher and SENDCo and contribute to monitoring pupils' progress.

SEND Governor- The SEND Governor provides appropriate challenge and oversight of SEND provision and works with school leaders to monitor its effectiveness.

Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND support records, pupil profiles, provision mapping, assessment, and data for individual pupils.

All staff can access:

- The SEND Policy
- The SEND Handbook and relevant guidance
- Practical advice and teaching strategies relating to SEND.

Pupil-specific information, including SEND records, care plans, PEEPs, assessments and professional reports, will be shared with staff who require it to fulfil their role and support pupils safely and effectively.

All information will be handled confidentially and in accordance with the school's data protection arrangements.

Admission Arrangements & Transition

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Additional details of this are included within the admissions policy which can be found on the school's website along with the policy.

Children at Hillside are supported with transition both on entry to our school and when they leave us for their next setting. We recognise that transition can be challenging for children with additional needs and therefore provide additional support in the following ways:

- Inviting parents in for transition meetings
- Visiting the child in their current setting

- Liaison between SENDCos and relevant staff from both settings.
- Additional visits to any new setting
- Supporting the child through transition books and social stories to help understand the process.
- Appropriate and secure sharing of relevant SEND information between settings.

Accessibility

Hillside Primary and Nursery School is a single-storey building with level access and accessible changing facilities.

The school will regularly consider accessibility and make reasonable adjustments to meet the individual needs of pupils, in line with its Accessibility Plan.

The school also provides a sensory room and dedicated breakout spaces, which are available to support pupils who may benefit from a quieter, adapted or more regulated environment.

Allocation of resources for pupils with SEND

The school will use its delegated SEND funding and any additional funding available through current Local Authority arrangements to meet pupils' identified needs. Where additional funding is required, the SENDCo will work with the class teacher, parents or carers and relevant professionals to support the application process.

Funding may be used for additional adult support, targeted or small-group interventions, support during unstructured times, specialist provision, assistive technology, equipment, resources or support for medical and personal needs.

Funding and provision will be reviewed regularly to ensure resources are used effectively and remain matched to the pupil's needs and agreed outcomes.

Identification

Children may experience difficulties at different points during their education; some will require additional or special educational provision.

At Hillside, we believe all children are entitled to an education that responds to their individual needs, promotes high standards and supports them to achieve their aspirations, regardless of their starting point, background or area of need.

SEND may be identified through concerns relating to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs
- Barriers to learning, participation or independence
- Persistent difficulties despite appropriate classroom provision
- Concerns raised by the pupil, parents or carers
- Advice from external professionals.

The four broad areas of need support the identification of barriers and appropriate provision but are not used as fixed labels. Pupils may have needs across more than one area.

Low attainment or slow progress alone does not necessarily indicate SEND, and pupils working at or above age-related expectations may still have additional needs. Where behaviour is a concern, staff will consider whether it may indicate an underlying learning, communication, social, emotional, sensory or physical need.

Our approach aims to enable children to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, including employment, further or higher education or training.

The formal definitions of special educational needs (SEN) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Although children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught, due consideration should be given when assessing needs.

The formal definition of SEND is set out in section 20 of the Children and Families Act 2014.

Where concerns are identified, the class teacher will work with the pupil and their parents or carers to understand their needs and identify appropriate support. The SENDCo will provide advice and, where appropriate, coordinate further assessment or specialist support. The school will use a graduated approach to ensure that provision is appropriate, effective and regularly reviewed.

A Graduated Response

Hillside uses a three-tier approach: **Universal Offer, Targeted Support and Specialist Support**, reviewed through **Assess → Plan → Do → Review**.

Universal Offer

All pupils receive high-quality teaching through adaptive teaching, scaffolding and reasonable adjustments. Where concerns arise, the class teacher will monitor progress, involve parents and seek SENDCo advice where appropriate. Pupils may be recorded as under observation before being placed on the SEND Support Register.

Targeted Support

Where additional support is needed, targeted interventions, small-group provision or additional adult support may be introduced and reviewed for impact.

Specialist Support

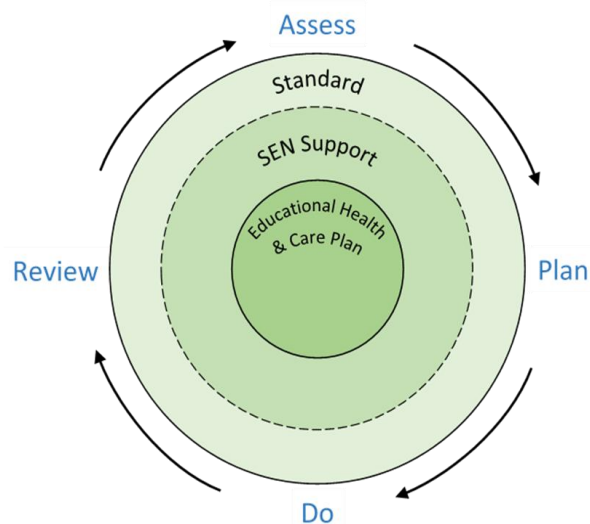
Where needs are complex or persistent, the school may seek advice or assessment from external professionals, in partnership with parents or carers.

SEND Support

Where it is identified that a pupil has SEND, parents and carers will be informed and involved in planning and reviewing support. The aim of SEND Support is to ensure that appropriate provision is put in place to remove barriers to learning and enable pupils to achieve positive outcomes.

SEND Support follows an ongoing **Assess** → **Plan** → **Do** → **Review** cycle. This enables provision to be refined as the pupil's needs and progress become better understood.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



Assess

The school will assess the pupil's strengths, needs and barriers to learning using information from the pupil, parents or carers, class teacher and SENDCo, together with previous progress and attainment and, where appropriate, advice from external professionals. Assessment will focus on identifying the barriers to learning and the provision required to address them.

Plan

The class teacher, SENDCo, pupil and parents or carers will work together, where appropriate, to agree clear outcomes and the adjustments, interventions or support required. The provision, expected impact and review arrangements will be recorded in the pupil's individual profile and shared with staff working with the pupil.

Do

The class teacher remains responsible for the pupil's learning and progress and will work closely with teaching assistants, the SENDCo and specialist staff to implement and monitor the agreed provision. Support will be linked to classroom learning wherever possible and delivered consistently across the school.

Review

Provision will be reviewed at least three times a year, in line with the SEND Code of Practice, with more frequent reviews where appropriate. Reviews will consider the pupil's progress towards agreed outcomes, the impact of the provision and the views of the pupil and their parents or carers.

Following review, provision will be continued, adapted, reduced or increased according to the evidence. Where progress remains limited, the school will reassess the pupil's needs and consider whether further advice, specialist support or a different approach is required.

This cycle ensures that SEND Support remains responsive to individual need, focused on outcomes and regularly evaluated for effectiveness.

Education, Health and Care Needs Assessment

Where evidence suggests that a pupil may require special educational provision beyond that ordinarily available, the school may consider requesting an **Education, Health and Care (EHC) needs assessment** from the Local Authority.

Parents and carers also have the right to request an EHC needs assessment directly from the Local Authority. The SENDCo will support families through this process where appropriate.

Information may be gathered from a range of sources, including:

- The pupil
- Parents or carers
- Teachers
- The SENDCo
- Education support services
- Social care
- Health professionals.

The Local Authority will consider the available evidence and decide whether an EHC needs assessment is necessary. Following an assessment, it will decide whether an **Education, Health and Care Plan (EHCP)** is required.

Parents and young people have rights to mediation and appeal where they disagree with certain Local Authority decisions, including a decision not to carry out an EHC needs assessment or issue an EHCP.

Further information about EHC Plans can be found through the **Nottinghamshire SEND Local Offer**:

Further advice is also available from:

- **Integrated Children's Disability Service:** 0115 804 1275
- **Ask Us Nottinghamshire:** 0800 121 7772

Education, Health and Care Needs Assessments

Where an EHCP is issued, the school will work with the pupil, parents or carers, Local Authority and relevant professionals to deliver the provision and outcomes set out in the plan.

EHCPs will be reviewed at least annually, with the pupil and their parents or carers involved in the review process. Following a review, provision may be continued or amended according to the pupil's needs and progress.

Parents and young people have the right to challenge certain decisions relating to an EHCP through mediation and, where appropriate, appeal to the SEND Tribunal.

Access to the curriculum, information and associated service

The school will support pupils with SEND to access a broad, balanced and ambitious curriculum through:

- High-quality and adaptive teaching
- Appropriate scaffolding and reasonable adjustments
- Targeted or individualised provision where required
- Specialist advice, resources and assistive technology where appropriate
- Staff training matched to pupils' identified needs.

The school will promote the full inclusion of pupils with SEND in learning, enrichment and wider school life.

Inclusion of pupils with SEND

The school is committed to the inclusion of all pupils and recognises that pupils with SEND may experience additional barriers relating to other protected characteristics under the Equality Act 2010. The school will promote equality of opportunity, remove barriers to participation and make reasonable adjustments where required. The curriculum will be regularly reviewed to promote inclusion within lessons and wider school activities.

The school will seek appropriate advice from external education, health and social care services where this is required to support a pupil's inclusion. Safeguarding concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy

Evaluating the success of provision

The school evaluates the effectiveness of SEND provision through regular review of pupil progress, assessment information, pupil profiles and the graduated approach.

Pupils, parents and carers are encouraged to contribute feedback on provision and outcomes, while staff feedback helps identify training and professional development needs.

Provision and interventions will be reviewed and adapted where necessary to ensure they remain effective and responsive to pupils' needs.

The SENDCo reports to governors three times each year on the effectiveness of SEND provision. The school's SEND Information Report is reviewed and published annually.

Staff Training and Professional Development

The school will maintain a strategic overview of SEND professional development and provide training matched to the needs of pupils and staff. Training may be provided to teaching staff, support staff, midday staff and governors according to identified pupil and school needs.

Each half term there is a staff meeting dedicated to SEND. The focus of this is decided by gathering the views of staff, the specific needs of children in school, or is linked to whole school needs and initiatives.

Alongside these, the SENDCo runs 'drop in' sessions as workshops for using different assessment tools or interventions that staff might like a refresher on. The SENDCo attends relevant SEND courses, Family SEND meetings and Flying High inclusion networks and disseminates key messages from these learning opportunities.

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and facilitate school inclusion. We believe that sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Working in partnerships with parents

Hillside recognises parents and carers as key partners in supporting pupils with SEND. Their knowledge of their child's strengths, needs and aspirations will inform assessment, provision and review.

Parents and carers will be involved at the earliest opportunity when concerns are identified. No pupil will be placed on SEND Support without prior discussion with their parents or carers.

Parents and carers will be:

- Informed of concerns, progress and relevant decisions.
- Consulted about assessment, provision and outcomes.
- Encouraged to share information and views.
- Involved in reviewing support and agreeing next steps.

Parents and carers will meet with the school at least termly to review progress and provision, with additional communication arranged where needed.

Consent will be sought where required for specific assessments, referrals or services. Where concerns or disagreements arise, these should be discussed with the class teacher, SENDCo or Headteacher and, where appropriate, through the school's complaints procedure.

Links with other schools

The school is a member of the Holgate Family of schools which is a partnership of the local schools.

The school is also part of the Flying High Partnership. A MAT made up of 39 schools across Nottinghamshire, Derbyshire and Leicestershire. Within the Partnership, there are opportunities for school-to-school support and professional learning as well as support through the Central Inclusion Team.

Links with other agencies and voluntary organisations

Hillside Primary invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is responsible for liaising with outside agencies with regards to SEND including:

- Education Psychology Service (EPS)
- Schools Inclusion Services (SIS)
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- Social Emotional and Mental Health Team (SEMH)
- Child and Adolescent Mental Health Services (CAMHS)

Parents will normally be invited to and informed about meetings held concerning their child unless there are over-riding safeguarding issues.

Related Policies and Documents

This policy should be read alongside the school's:

- Access Plan
- Equality Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Complaints Policy
- Admissions Policy

All of which can be viewed via our School's website.

Signed



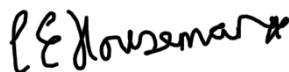
Rhian Richardson

(Headteacher)

Date

01.09.26

Signed



(SENDCo)

Lindsey Houseman

Date

01.09.26

This policy will be reviewed annually.