

Hillside Primary and Nursery School SEND Policy



September 25
To be reviewed: September 26

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 for all children that will not only ensure they are ready for the next stage in their education, but also prepare them for life in what will be **their** 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.

The framework for supporting children and young people with special education 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.

[Click here for Hillside's Local Offer](#)

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 that High Quality First Teaching is appropriately matched to children's 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 overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum**
 - Pupils with SEND have full access to the national curriculum in school, this is achieved via the use of quality first teaching which incorporates scaffolding and reasonable adjustments within every lesson.
 - 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 with parents**
 - At Hillside we believe it is vital to form good relationships with parents and carers as partners in their child's learning at every stage. We engage in open and supportive discussions that encourage parents to share information that would be helpful in supporting their child.
 - Parents are included in discussions at the earliest opportunity when concerns around a child's progress are identified.
 - We meet with parents at least termly to discuss their child's progress and the provision that is in place to support them.
 - We update the SEND report annually on our school website and ensure that this is written in a way which is accessible and responsive to the individual needs of parents.
- **Work with, and in support of, outside agencies**
 - When the pupils' needs cannot be met by the school alone, we will seek parental permission to liaise with additional professionals who may be able to support. These include (but are not limited to) Schools and families specialist services (SFSS), 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.
- **Create a school environment where pupils feel safe to voice their opinions about their needs and the provision made to meet them.**

- We believe that all pupils should be involved in their own learning and provision and that this enables them to take ownership of this. Pupils views are clearly reflected within their pupil profiles and children who are able to, are invited to be part of their EHCP meetings.
- Children are also enabled to take part in wider school opportunities where their voice can be heard such as through membership of the school council.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Richardson (Headteacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs Beck (SENDCO)

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;
- A copy of the full SEND Support Register
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)
- The SEND Handbook, including appendices
- Information on individual pupils' special educational needs, including pupil profiles, assessments, and relevant reports from outside agencies.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements including care plans and PEEPs
- Information about local amenities available to support children with SEND through Nottinghamshire's SEND Local Offer

(www.nottinghamshire.sendlocaloffer.org.uk)

Videos of the local offer can be found by clicking on the following link

<https://youtu.be/MPNpAVrAvTc>

This information is made accessible to all staff and parents (upon request) in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

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
- Discussions between the SENDCos of both schools / settings
- Additional visits to any new setting
- Supporting the child through transition books and social stories to help understand the process.
- Sharing of information, both verbally and by sharing the copies of SEND data kept in school

Facilities for pupils' with SEND

Hillside school is a modern building, opened in 2007 and therefore all of the facilities comply with current accessibility arrangements.

It is a single storey building with level access into the building.

There are accessible changing facilities available in multiple locations in school.

The school also has a sensory space which is available to all children who need this provision.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding (AFN) is from a budget which is devolved to and moderated by the Holgate Family of Schools. For those with the most complex needs, additional funding (HLN) is retained by the local authority. The Family SENDCO will refer individual HLN applications to a multi-agency panel at the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Where it is felt a child meets criteria for any additional funding, a bid will be compiled by the SENDCO with the support of the class teacher. Parents will also be contacted for their view on what is important for the child.

Funding that is allocated to individuals will then be allocated to additional provision to support the outcomes for the child that cannot be met within the schools own funding. This may involve:

- Additional adult support on a 1:1 basis
- Additional small group support or interventions
- Targeted adult support within class
- Support for non-structured times such as break and lunch times.
- Access to inclusive technology to support their learning
- Purchase of additional resources
- Supporting individual medical needs

Identification

It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background, or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into 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.

A graduated approach:

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEND, they will be reviewed by staff to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide scaffolded, meaningful learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO may be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through scaffolding and monitoring it can be determined which level of provision the child will need going forward and if any professional development is required by school staff.
- If a pupil has recently been removed from the SEND Support register, they will continue to be monitored to ensure they continue to make progress.
- Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.
- Where concerns remain, the child is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher, but this does not place the child on the school's SEND Support list. This is recorded by the school as

'under observation' an aid to further progression and to ensure that support arrangements are tailored to needs.

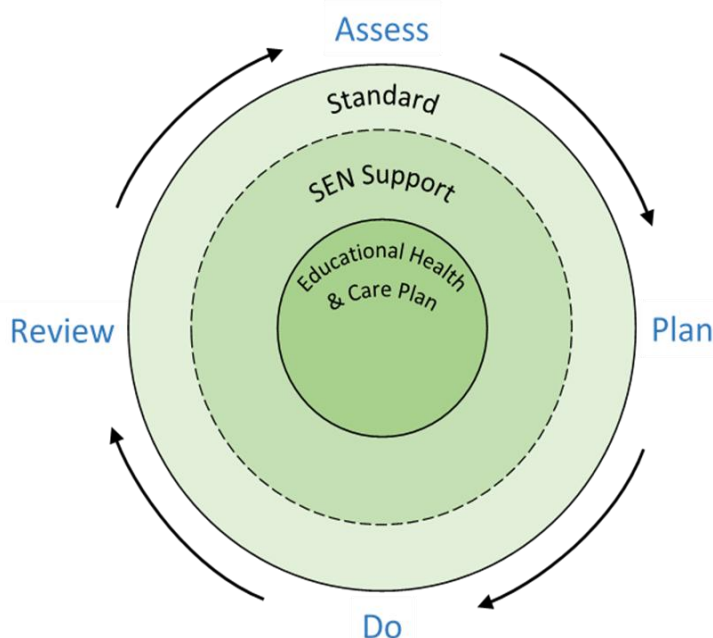
- Half termly pupil progress meetings are used to review the progress being made by the child

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

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

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher and parents in order to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought, so that the pupil benefits from a consistent approach. This is communicated using a comprehensive pupil profile.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility for progress even where the interventions may involve group or one-to-one teaching away from the main classroom. Class teachers will work closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem-solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with the CoP at least 3 times per year. The review process will evaluate the impact and quality of the support and interventions in place and the child's progress towards identified outcomes. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Request for an assessment Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENDCO.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://bit.ly/3j1vgv8>

or by speaking to the Integrated Children's Disability Service on:

0115 804 1275

or by contacting the Ask Us Nottinghamshire on:

0800 121 7772

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Pupil
- Teachers
- SENDCO
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- o Make adaptations to ensure that all pupils have access to the school curriculum and school activities. Staff are supported by a curriculum adaptations document alongside support from the SENDCo and subject leaders
- o Use quality first teaching strategies to support learners in every lesson
- o Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- o Provide opportunities for pupils to develop confidence, self-esteem and resilience.
- o Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.
- o Make provision for children with SEN to fully develop their abilities, interests and talents.
- o Create a bespoke programme for the small minority of children unable to access the curriculum alongside their peers
- o Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- o Seek out specific training matched to the needs of the child
- o Ensure all children with SEN are fully included in all aspects of school life.
- o Regularly review policy and practice in order to achieve the best outcomes for all our pupils

Inclusion of pupils with SEND

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Curriculum lead and all curriculum leaders are aware of the importance of ensuring that our curriculum promotes the inclusion of all pupils. This also includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub (MASH) as required in order to ensure they are fully included in school life

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice and provision is evidenced on individual pupil profiles and cohort logs. Interventions will be revisited regularly to ensure progress is being made.

Pupils are consulted regularly as part of their pupil profiles and more formally consulted annually about the SEN provision and we seek advice from parents regarding how we can make improvements. Staff are asked for feedback in relation to their knowledge and skills and this feeds into any CPL they may require across the year.

The SENDCo reports to the governors 3 x per year to share the key headlines for SEND. There is also an annual update of the school SEND provision. This report is commonly known as the SEND Information Report and a link can be found on the school's website

In service training (CPL)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely.

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 believes that a close working relationship with parents is vital as partners in their child's education.

No pupil will be entered onto the school's SEND Support List/Register without prior discussion with parents.

The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents to develop an evolving understanding of the pupil's strengths and needs. This will be informed by the:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision
- detailed tracking to ensure the continued social and academic progress of children with SEND
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

Parents are kept up to date with their child's progress through termly reviews, parent consultation evenings and informally through the use of Class Dojo. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents will be consulted, and their consent sought before the school seeks to involve external education support services. The school's SEND governor Nicola Hornby can also be contacted in relation to SEND matters.

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 30 schools across Nottinghamshire and Derbyshire. Within the Trust, there are opportunities of school to school support and 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 and Families Specialist Services (SFSS)
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- Social Emotional and Mental Health Team (SEMH) – primary phase or the Behaviour Partnerships
- 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.

Signed



Rhian Richardson

(Headteacher)

Date

01.09.25

Signed



Linsey Beck

(SENDCo)

Date

01.09.25

This policy will be reviewed annually.

Appendix 1 – Graduated Response

Steps for Identification

Additional Professionals and Outside Agencies

