Hillside Primary School

SEND Information Report 2026-2027

Information about how the school identifies and supports children with Special Educational Needs and Disabilities

Written By: Katie Foster

Review by: September 2027



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Introduction
Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). The local offer is where parents and carers can find out what is available in Norfolk to support their child. This report is designed to help parents have a greater understanding of Hillside School's approach to SEND and what we offer. It is a working document which we have a duty to publish on our website and it is updated annually. Our school offer is produced with the co-operation of pupils, parents, carers, staff and governors. We welcome your suggestions about how to improve it.

If you want any more information, have any suggestions or want to discuss any concerns you have about your child's needs please contact:

Katie Foster – Special Educational Needs Coordinator (SENCo) senco@hillside.norfolk.sch.uk

Other key contacts are:

Mr Simon Minter - Head Teacher -head@hillside.norfolk.sch.uk
Mrs Deborah Oldham – SEN Governor

You can find our school SEND and accessibility policy on our website.

What does Hillside have to offer?

At Hillside our motto is 'Children First, Last and Always.' We are committed to ensuring that everyone in our school community is nurtured and respected. We are an inclusive and welcoming school and adapt our provision to meet the needs of individual children. We aspire to give pupils the skills and resilience to enable them to reach their full potential.

The kinds of SEND are provided for at Hillside?

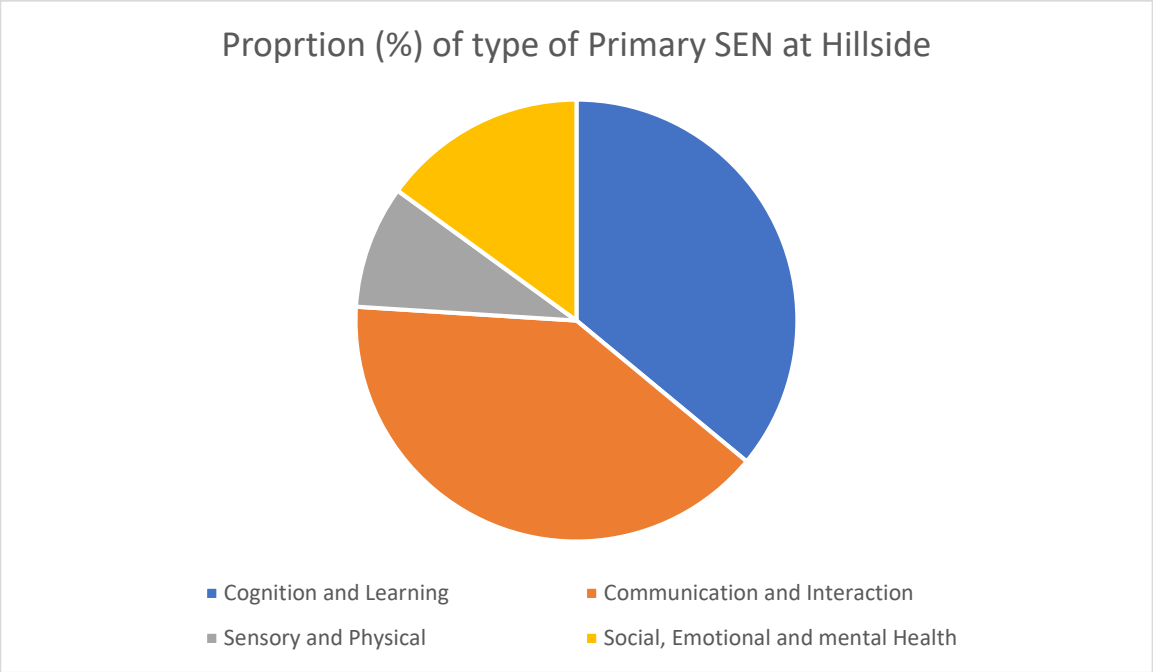
The SEN code of practice (2015) identifies four main categories of need: **Communication and Interaction, Cognition and Learning**, **Social Emotional and Mental Health** and **Sensory and / or Physical.** Hillside School supports children with a wide range of needs. Sometimes children may have needs that fall into more than one of the categories describes below. For example, a child with autism may also experience difficulties with anxiety and sensory processing and would therefore have needs in Communication and Interaction, Sensory / Physical *and* Social, emotional and mental health.

Area of need	Descriptors	Some examples of diagnosis.
Communication and Interaction (C.I)	Difficulties communicating with others Differences in Social Interactions Difficulties in expressing what they need, understanding language and social conversation. Inflexibility of thought or behavior Difficulty forming relationships	Autism (Autistic Spectrum Disorder – ASD) Social anxiety disorders Speech and Language difficulties

Cognition and Learning (C.L)	Learning at a slower pace than peers Difficulty with memory and recall. Difficulty with processing information. Difficulty with retention of skills. Difficulty with self-organization and focus.	Dyslexia Global Developmental delay Dyspraxia Dyscalculia Attention deficit Disorder (ADD) Downs Syndrome
Social, Emotional and Mental Health	Challenging, disruptive or disturbing behavior Emotional wellbeing and mental health issues such as anxiety and depression Difficultly regulating own emotional responses	Attention Deficit Hyper activity disorder. (ADHD) Autism (ASD) Compulsive anxiety disorders Attachment Disorders Developmental trauma
Physical and / or Sensory	A disability that prevents a child from fully accessing typical educational facilities and activities; Visual Impairment Hearing Impairment Physical Disabilities Multi-sensory impairment Sensory processing differences	Downs Syndrome Registered visually impaired or blind. Registered hearing impaired or deaf. Wheelchair user. Sensory processing Disorder Cerebral Palsy

What is the SEND profile of Hillside School?

		Percentage of total pupils	**National comparison**
No. Identified as having SEND	**51**	**25%**	**19.6%**
No. of pupils with Education and Health care plan	**21**	**10%**	**5.3%**



How do we Identify pupils with SEN and assess their needs?

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

A process of pre-admission information gathering, baselining, (on entry) and on-going teacher monitoring/assessment and termly pupil progress/intervention meetings with the leadership team, identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will submit a referral form to the SENCo.

In deciding whether to make special educational provision, the SENCo, teacher and possibly the SEND Team, will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and the pupil. During this stage extra teaching or interventions may be put in place to enable the school to identify their specific needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English.

SEND Pathways Approach

At Hillside we have a Pathways approach to meeting the needs of pupils on the SEND register. Most pupils are taught on the Formal pathway, which indicates that there needs can be met by teachers adapting in class teaching; providing additional resources and interventions alongside this. On the Semi-formal pathway, pupils may need to spend more time accessing the bespoke interventions but will be able to access most of the school's curriculum. However, these pupils may need more one to one support and to have an identified space of their own, E.g. In 'The Den' mobile or adjacent to classrooms. On the Pre-formal pathway, pupils will have access to an

enhanced provision environment: The Nest. They will have a curriculum that is based largely around their communication and interaction needs and follow a daily structure based around specialist teaching approaches. Please see the document: “SEND Pathways Approach at Hillside” for more information.

Hillside’s Policies Relating to the Identification and Assessment of Pupils with SEND:

- SEND Pathways Approach at Hillside
- Safeguarding and Child Protection Policy
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Equality and Diversity Policy
- Teaching and Learning Policy
- SEND Policy & Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Children with Health Needs who Cannot Attend School Policy
- SRB Policy
- GDPR Policy

How does Hillside assess and review pupils' progress towards outcomes?

When pupils require support that is *different from or additional to* what is ordinarily offered by the school, such as intervention from external agencies, they will be placed on the SEND register**.** The school will then seek to remove barriers to learning and put effective special educational provision in place.

This begins a cycle of *assess, plan, do and review* with the child at the centre of the process:



Assess- We will ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP), Specialist Learning Support Teachers (SLST) and from health and social services. We will use our termly Team Around The School (TAS) meetings to request further support from LA SEND services.

SSP Pupil Profile 2023-24

Pupil:				Photo
DOB/ Year Group:				
Class teacher:				
Has pupil got an EHCP or any top-up funding?				
Attendance:	**Aut:**	**Spr:**	**Sum:**	

Assess

Diagnosis/barriers to learning:
-

External Agencies who have been involved (include summary of their findings/actions):
-

EHCP Outcomes (where applicable)
-

Historic Attainment
EYFS:
KS1:

Plan & Do

Provision/Support/Interventions:
- Weekly 1:1 Feedback Session with TA/Teacher

Short Term Targets (Incl. date set)	**School Strategies**	**Home Strategies**
1.		
2.		
3.		
4.		
5.		
6.		

Review

Target	Outcomes (Incl.date)	Child/Parent comments/reflections
1.		
2.		
3.		
4.		
5.		
6.		

Current Attainment & Progress

SSP Targets Achieved: Autumn __%, Spring __%, Summer __%.

PITA Data:

	Autumn		Spring		Summer	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
Reading						
Writing						
Maths						

Plan- Where SEN Support is required the class teacher will put together a **SEN Support Plan pupil profile (SSP)** with support from the SENCo outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do- The class teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review- The plan including the impact of the support and interventions will be reviewed on an ongoing basis by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of the next steps or where successful, the removal of the pupil from SEN Support.

For more information on Norfolk's Inclusive Provision please see The Norfolk Inclusive Practice Framework https://www.schools.norfolk.gov.uk/article/79254/Norfolk-Inclusive-Practice-Framework

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided by Inclusive Practice. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an **Education, Health and Care Plan** (EHCP) being provided. This brings together the child's

health and social care needs as well as their special educational needs. As part of following the Assess, Plan, Do and Review cycle, pupils with an EHCP with also have an Annual Review meeting (See the Norfolk County Council website for further information regarding requests for EHC plans -

https://www.norfolk.gov.uk/article/57628/Introduction - Information on EHCP and needs requests.

https://www.norfolk.gov.uk/article/40691/Introduction - Information on the annual review process.

What is the SEND Register and Provision Map?

All pupils identified as having SEND, will after consultation with parents / carers be placed on a SEND Register. The SEND register is an overview of all the pupils in the school with an identified need and is a key monitoring tool for the SENCo. At Hillside the Class Teacher will also regularly update the Whole School Pupil Intervention Record, which forms a working Provision Map, highlighting the needs and subsequent adaptions and interventions for pupils in their class. In addition, each pupil on the SEND register will have an individual **Sen Support Plan Pupil Profile (SSP)** , which provides key information and termly targets.

What is School's Approach to Teaching Pupils with SEND and to Adapting the Curriculum and Learning Environment?

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it e.g. by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources e.g. using widgit symbols, braille/tactile resources, larger font/images, text to speech software, visual timetables etc.
- Staffing e.g. Ensuring pupils have an adequate level of support (small group or 1:1) to meet their specific and changing needs.
- Using recommended aids e.g. laptops, coloured overlays, CCTV, magnifiers, visual timetables, PECs, Signalong.
- Inclusive teaching approaches e.g. giving longer processing times, pre/post teaching of key concepts/vocabulary, reading instructions aloud, etc.
- Adapting and using the environment effectively e.g. areas for small group intervention, individual work stations, quiet areas/dark dens, sensory areas, improving accessibility (see Accessibility Plan).

Please also read the SEND Pathways Approach at Hillside document

Additional support for learning

Staff regularly deliver a range of interventions such as:

- One to one or small group teaching of reading or spelling
- Numberstacks (Maths Intervention)

- Maths Whizz – Maths gap filling
- Nessy for Reading or Spelling
- Phonics (FFT Success for All)
- FFT Lightning Squad – Reading Intervention
- ELSA – Emotional Literacy Support
- Attention Autism
- Speech and Language – e.g. Sound discrimination or Blank Level questioning
- WELLCOMM communication package
- PECS – Picture Exchange Communication System
- Core Boards
- Signalong
- Sensory Circuits
- Working with Schools and Communities team on intervention offers.
- Lego / block Therapy

Teaching assistants will support pupils on a 1:1 basis when a need for this is identified – e,g, either through an EHCP or to develop behaviours for learning.

Teaching assistants will support pupils in small groups when appropriate -e.g. to deliver an intervention that is effective for a cluster of pupils within a class or across classes. Or provide a bespoke provision relating to a common outcome on a School Support Plan, Speech and Language Report or an EHCP.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities (including our breakfast and after-school clubs), school visits, residential trips, sports days, performances and special events etc. are available to all our pupils.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. However, on occasions, adaptions (e.g. level of support, environment, grouping, equipment, times etc) may be required. Health and safety must also be considered for pupils with more challenging behaviours.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are able to access ELSA (Emotional Literacy Support Assistant) support
- Access to Thrive informed teaching and assessment of behaviour.
- A whole school approach to behaviours for learning – see our behaviour policy
- Behaviours for learning that are linked to our whole school values.
- A number of pupils are trained as Well-being Ambassadors who provide weekly drop-in sessions and activities.
- In addition to the PSHE/RSE curriculum (SCARF), staff use Mindfulness activities and techniques.
- Pupils with SEN are encouraged to be part of the school council
- We have a zero-tolerance approach to bullying.

- Access to external agencies e.g. The Schools and Communities Team, CAMHS, the Mental Health Support Team (MHST), Supporting Smiles, GP, School Nursing Team, Family Hub support and working with Family Support or School Led EHAPs

Expertise and training of staff

Our SENCo has many years of experience working in the SEND sector e.g. in Complex Needs School, ASD Provision, SEMH Provision, Outreach to mainstream settings etc.

We have a team of staff, who are trained to deliver SEN provision, in a range of specialist areas such as;

- Specific Reading, Phonics and Spelling Interventions
- Speech and Language Therapy Interventions
- Step On and Step Up
- Braille
- Sign along
- PECS
- See and Learn
- ELSA and THrive
- Core Boards
- Attention Autism
- Sensory Integration
- WELLCOMM communication assessment and intervention package

In the last academic year, staff have been trained in Phonics, Precision Teaching, PECS, Sensory Integration, Step-On, Total communication approaches, Attention Autism, Blanks levels of questioning, Signalong, ELSA, THrive and Colourful semantics.

We use external specialist staff to regularly support children with Speech & Language and Visual Impairment and the Virtual School Sensory Support (VSSS).

Supporting Pupils with Disabilities

Arrangements for the admission of disabled pupils:

- We will endeavor to be as fully inclusive as we can and adopt a “can-do” attitude, so that the admission of pupils with disabilities is considered in the first incidence, in the same way as it is with non-disabled pupils.
- However, all pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated and they will prioritized even when classes are at capacity.
- We will provide forms in various accessible formats, where required.

Supporting access for disabled pupils:

- We will make reasonable adjustments to staffing, teaching approaches, classroom management and to the learning environment to ensure that the pupils are with their peers, comfortable and able to access learning at their level.

- We also have a range of resources and facilities to assist access including, a Disabled toilet with showering facilities, ramp access to the main building and one of the Mobile Classrooms, carpet in all classrooms to reduce reverberation, new high-definition interactive touch-screens in classrooms
- Some support staff trained to use/deliver Picture Exchange Communication Symbols, Core Boards, Attention Autism and Speech & Language Interventions.
- Please see the school's Accessibility Plan on our website for further details.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving from or to. We will agree with parents and pupils which information will be shared as part of this.

We prepare pupils on the SEN register for transitions between phases of education according to their own unique needs. For example, this could include visits to a new setting or classroom, transition work between support staff or inviting key staff for other setting to meetings. We also work with the Schools and Communities Team (SCT) and the Mental Health Support Team (MHST) on High School transitions.

How does Hillside School work with other agencies to support pupils with SEN?

Professionals and support staff from other agencies may be involved in giving advice, writing reports, providing training and assisting at any point needed for pupils with SEN.

We work or have access to support from the following, although not exhaustive list;

- Team Around The School (TAS)
- Mental Health Support Team (MHST)
- Educational Psychology
- Occupational Therapy
- Schools and Communities Team (SCT)
- Dyslexia Outreach Service
- Physiotherapy
- Epilepsy Nursing Team
- Specialist Teachers (e.g. for the Visually impaired or Learning and Cognition specialists)
- School Nursing Team
- Virtual School Sensory Support
- School Advisory Outreach from Special Schools
- Supporting Smiles
- Child and Adolescent Mental Health Services (CAMHS)
- Continence Service
- Speech and Language Therapy Team
- Children's Services Social Care Teams such as Early Help and Family support
- Voluntary or Charitable services linked to particular needs.

We are committed to using a bespoke range of services for each pupil on the SEND register and making referrals for additional support in an effective and efficient way. We also sign-post parents and carers to agencies who can provide general support.

Securing equipment and facilities

At Hillside we use a range of facilities and equipment. Often these are identified and accessed through the support and input of external agencies and sometimes through staff knowledge and training. Parents and Carers can find information about the new funding process for children with SEND in Norfolk through this link; https://www.schools.norfolk.gov.uk/-/media/schools/files/pupil-needs/send/indes-ipsef-parent-carer-communication.pdf

Funding enables the school to access additional support such as additional Teaching Assistants or specialist equipment, so we are required to evidence a need for these resources through submitting an IPSEF for the whole school and an INDES for each pupil on the SEN register to the send and inclusion services.

How does Hillside School evaluate the effectiveness of the provision for pupils with SEND?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards the outcomes on their SSP each term
- Close communication with parents, carers and class teachers
- Use of the school's own assessment against curriculum expectations
- Using government approved reporting and assessment systems for pupils with significant SEND such as the Pre Key Stage Standards.
- SEND tapestry statements, linked to developmental milestones.
- Reviewing the impact of teaching strategies using recommended assessments such as reading age or phonics level.
- Using pupil questionnaires
- Monitoring by the SENCo
- Using the Whole School PIR and SEN register.
- Holding annual reviews for pupils with EHC plans

What should I do if I have a complaint about the provision for children with SEND?

Complaints about SEN provision in our school should be made to the SENCo in the first instance and then to the Head Teacher or SEN governor. They will then be referred to the school's complaints policy. Please see contact details at the start of this report

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding;

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Where can I find Norfolk's local offer?

Our local authority's local offer is published here: https://www.norfolk.gov.uk/children-and-families/send-local-offer

Further information on SEND and independent advice and support:
Can be found via the SENDIASS Norfolk website https://www.norfolksendiass.org.uk/

Monitoring arrangements

This information report will be reviewed annually by our SENCo Katie Foster and our Head Teacher Simon Minter. It will also be updated if any changes to the information are made during the year.

It will be approved by the board of Governors

Review date: September 2027