SEND Information Report

Hillocks Primary Academy

September 2025

We empower | We respect | We care

Diverse Academies

This SEND Information Report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment. We fully comply with: SEND Code of Practice January (2015), Equality Act (2010) and the Children and Families Act (2014.)

Our vision, is embedded within our three core principles for SEND:

- The Diverse Academy Trust emphasises a child centred approach, 'nothing about us, without us', which supports the resilience and well-being of our children. We value both children and parental engagement thereby sustaining a welcoming, effective and inclusive culture in our academies.
- Our academies aim to provide an inclusive, supportive and positive learning environment where the child is at the centre. We aim to support all children with SEND to have the confidence and self-esteem to aim high, achieve their aspirations and maximise their full potential based on their strengths. We aim to encourage imagination, resourcefulness and responsibility.
- Our teachers have high expectations of all children and seek to be fully equipped with the skills, enthusiasm and supportive attitude allowing our children to overcome any barriers to learning. We believe that additional intervention and support cannot compensate for a lack of inclusive 'high quality' teaching, which is enabled and adapted for individual children is the first step in responding to all children including those that have SEND.

Individuality

- All pupils are treated as individuals in their own right, even if their needs are similar. Our schools expectation is to be an exciting learning community which has high aspirations for all children and nurtures self-belief.
- We provide much more than just an education, nurturing the whole child and preparing them for the future by enabling them to understand themselves and others.
- We adapt and enable learning to support the needs of individual pupils, both inside and outside of the classroom.
- We use a child-centred approach when identifying strengths, areas of development and strategies for support (Pupil Learning plans updated termly by pupils and class teachers).
- We communicate regularly with parents (at least three times a year) and have an open-door policy to build positive working relationships.

Intervention

- Any pupil on our SEND register will be supported through high quality teaching and individual interventions to support and address areas of learning which require 'additional too and different from' provision. One Page Profiles and Learning Plans are individual to the child and are developed by the class teacher to ensure children are able to build on knowledge and help a child reach their next step.
- Interventions must work specifically on a pupil's primary area of need (Cognition and Learning, Communication and Interaction, Sensory and Physical or Social, Emotional and Mental Health).
- We have a notional SEND budget. A small proportion of this is used for SEND resources, training and the rest is used directly for TA support to support our children's needs. Our TA support represents the first £6000 of support for any children who have additional funding (AFN or HLN) and for the pupils on our SEN register.

- We ensure that interventions are implemented by teachers and teaching assistants who have been trained to support a child's specific needs.
- Pupil Learning plans are individual to the child and are developed by the class teacher to ensure children are able to build on knowledge and help a child reach their next steps

Impact

- All children with SEND receive support to build on current knowledge and have access to a curriculum that is ambitious to encourage fluency and independence.
- Teaching staff feel confident to deliver interventions and make adaptations to the curriculum to enable all pupils to make progress regardless of their starting points.
- Parents feel supported and can communicate effectively with all members of staff to share and support their child's learning in school.

1. What kind of special educational needs does the school/setting make provision for?

At Hillocks Primary Academy we will provide 'additional to and different from support based on the four primary SEND needs:-

Cognition and Learning needs

- Cognitive development where or when attainment / progress is at a lower level than majority of peers.
- Communication and participation where or when language and communication difficulties.
- Curriculum access/Student participation where or when concentration and retention difficulties.
- Social Development when difficulties in making and maintaining friendships and relationships.
- Motor Skills when some delay in fine and gross motor skills.
- Self Help Skills where needed to support to develop independence in organisational skills and personal care needs.

Communication and Interaction needs

- Speech, Language and Communication difficulties.
- Social interactions.
- Curriculum access/student participation when there are difficulties following instructions and accepting adult direction.
- Unusual response to sensory stimuli.
- Flexibility of thought when some support is needed to manage change in every-day school situations.
- Uneven developmental profile.

Social, Emotional and Mental Health Needs

- Difficulty in understanding and participating in classroom activities resulting in limited progress.
- Disruption in emotional health and wellbeing impacting on learning.
- Unpredictable responses to learning tasks resulting in being uncooperative and/or

emotional withdrawal.

- Some behaviour which may be injurious or endanger self/others.
- Difficulties making and maintaining friendships.
- Increasingly disruptive despite appropriate classroom strategies

Sensory, Medical and/or Physical needs:

- Has mobility needs or personal and intimate care plans
- Has a health care plan
- Has difficulty forming and maintaining friendships
- Communication and language difficulties which require specialist support

2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is **additional to, or different from, that made** generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer

3) The kinds of special educational needs (SEND) for which provision is made at the school?

Children and young people with SEND have different needs, if a place is available at Hillocks Primary Academy, we will undertake to use our best endeavours, in partnership with parents, to create the provision required to meet the SEND needs of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any

provision to be delivered on their premises that have been secured through a direct payment (personal budget).

• Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be **better met in specialist provision.**

All students at Hillocks Primary Academy have access to:

- Quality first teaching
- Adaptation of the curriculum within the classroom
- Visual Timetables
- Adaptation of communication and use of technological resources
- Reasonable environmental adaptations
- Intervention groups
- Progress tracking and monitoring

Further support for some students at Hillocks Primary Academy may include:

- Precision teaching , whole word reading strategies
- Seating and accessibility arrangements
- In class support for medical needs
- Personalised interventions groups for specific areas of the curriculum and where necessary bespoke adaptation of the curriculum
- Nurture groups
- Speech and Language interventions
- Gross and fine motor exercise support
- Sensory Circuits
- Parental meetings to discuss concerns
- Regulation Plans and energy accounting plans to support ASD
- Progress tracking and monitoring alongside external agencies and specialists (Pupil Profiles and learning plans)
- Individualised assessment tools to support provisions e.g. dyslexia screening, Boxall profiles, AET (Autism Education Trust Trackers).

Targeted individual support may include all of the above strategies plus:

- Outcome-focussed directed use of Teacher/ Teaching Assistant support
- Regular planned meetings as part of the provision assessment review during parent's evenings.
- Outside agency referrals to SEND specialists teachers within Nottinghamshire and application for AFN/HLN funding.
- Educational Psychologist support
- CAMHS Referrals and NAP
- Occupational therapy and Physio support
- Personalised behaviour support Plans
- Bespoke provision for Social, Emotional and Mental Health
- 1-1 Key workers including lunchtime
- Transition support for progression within school and on transition into Secondary
- Medical agency support to review healthcare plans

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by teachers using the academies phase 1 graduated response in partnership with parents/carers and external agencies.
- Pupil's previous school or the pupil themselves.
- Screening, such as that completed on entry, or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs, or a medical professional has made an assessment on the child's need.

5) What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's class teacher/subject teacher/ form tutor. This then may result in a referral to the school SENDCo whose name is: Charlotte Adams.

- Parents may also contact the SENDCo or the Principal directly if they feel this is more appropriate but are encouraged to communicate with teachers in the first instance.

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How do we work with parents and children?

Parents/carers are invited to review meetings/ parents' evenings to contribute to their child's learning plan. Information on support agencies outside of school are available from the SENDCO and Family Support Advisor.

Parents/carers can contact their class teacher using WEDUC. Parents are kept up to date with their child's progress through parents' evenings, reviews meetings and reports three times a year.
In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENDCo may also signpost parents of students with SEND concerns to the local authority Parent Partnership service when specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up with regards to the provision for their child. The school's SEND Governor can also be contacted in relation to SEND matters.

7) How will the school support a child with SEND and how will pupils be involved in decisions regarding provision that can better meet their needs?

The Academy believes that each child and their parents have a right to be involved in making decisions and exercising choices. Hillocks Primary Academy uses Provision Map to create **One Page Profiles** and **Learning Plans** as part of our graduated response. Pupils are involved in the creation by identifying their strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success.

Each term, this information will be reviewed and the child's views gained on the effectiveness of the action taken so far to meet their needs. The Academy is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENDCo and as part of a whole school SEND Review held twice annually.
- ongoing assessment of progress made by pupils with SEND,
- Work sampling and scrutiny of planning to ensure effective matching of work to a child's needs
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
- Child and parent feedback on the quality and effectiveness of interventions /provisions provided
- Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

- All pupils have individual targets set to ensure ambition. Parents are informed of these at Parents' Evenings and within school reports.
- Pupils' attainments are tracked using the whole school tracking system and those who do not make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher, the raising standards lead, SENDCo and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be identified and recorded so that further provisions can be put into place to support the successes of the child.
- Parents will be informed when a Phase 1 graduated response is completed with their child and their views taken. A decision will be taken in partnership with parents on whether special educational provision is required to support their child further in order to improve attainments and outcomes for the child.
- Action relating to SEND support will follow an assess, plan, do and review model using Provision Map:

- **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be involved in early discussion to support the identification of action to improve outcomes.

- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

- **Do**: SEND support will be recorded on a learning plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing the plan.

- **Review**: Progress towards these outcomes will be tracked and reviewed termly with the parents.

  If children are not making sufficient progress from their starting points, despite the delivery of high-quality interventions, advice will always be sought from external agencies and the SENDCo regarding strategies to best meet the specific needs of a pupil.

  This will only be undertaken after parent permission has been obtained and may include referral to:

  1. Local Authority Support Services (SFSS) Specialist Family Support Services
  2. Specialists in other schools within Diverse Academies Trust e.g. teaching schools, special schools.
  3. Social Services
  4. Health partners such as School Nurse and Child & Adolescent Mental Health Service (CAMHS) Community and Mental health services

  For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, with parent permission 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 (EHC) plan being provided.

8) How will the curriculum be matched to each child's needs?

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.

In addition if it is considered appropriate, children may be provided with specialised equipment or resources such as ICT and/or such as large font size or additional adult help. All teachers are active to enable and adapt the learning in school to match individual needs. A team of Teaching Assistants provide

additional support across all years to ensure students' progress well.

Further strategies to ensure children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing pupil progress reports, medical reports and teacher feedback
- Providing regular CPD opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
- Ensure that the curriculum allows all pupils to make progress and that a bespoke curriculum is introduced where appropriate for children to make progress and is appropriate to their primary needs. This is done with full parental support.
- Using in-class provisions and TA support effectively to ensure that the curriculum is adapted and enables all children to progress where necessary.
- Implementing Individual access arrangements for informal and external examinations

9) How will parents be helped to support their child's learning?

Parents are kept up to date with their child's progress through parent consultation meetings, provision reviews, reports and regular conversations with their child's class teacher.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the Local Authority Ask Us service where specific advice, guidance and support may be required.

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 are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up with regard to the provision for their child.

10) How will the school evaluate the effectiveness of the SEND provision made for pupils?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels from individual children's starting points. This data will be shared termly with governors.

11) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PSHE) and (RSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Senior Leadership Team.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. We have trained staff who may support pupils by delivering ELSA (Emotional

Literacy Support) outside of class.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

12) Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and any specialist medication training will be verified by a specialist school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

13) What training do the staff supporting children and young people with SEND undertake?
In the last two years school staff have received a range of training at two levels; awareness and specialist.

Awareness training has been provided to all staff on:
- How to support pupils with speech, language and communication difficulties.
- Understanding Autism (Supporting Pupils with ASD)
- The Inclusive Classroom -Daniel Sobel
- How to support pupils using the Graduated Response and recording this through TES Provision Map
- How to support all learners through adaptations to the curriculum and the classroom (high quality teaching)
- Every Teacher is a Teacher of SEND- Jane Starbuck
- Understanding how to use B Squared assessment tool
- Adapting the curriculum for children with SEND
- Clicker
- EAL
- Widgit
- IDL

Specialist training has been provided on:

- The school has regular visits from SEND specialist teachers from the local authority and the Behaviour Support Team (North Ashfield Partnership known as NAP) who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant if they are not seen in clinic
- The Governor with specific responsibility for SEND has completed the SEND Governor training.
- Sensory Audit support for individual children

Further Training for staff for the academic year 24-25 has been timetabled as follows:

- Scaffolding and Cognitive Capacity Load
- Inclusive Strategies
- Adaptive teaching
- Supporting children with EAL
- Widgit

- Clicker
- IDL dyslexia screener

14) How will my child be included in activities outside the classroom including school trips?

Hillocks Primary Academy is an inclusive school; no child is excluded from any part of school life. Where necessary, for example, on a school trip, specific travel arrangements may be made, or parents may be invited to support their children where necessary.
Child specific risk assessments are rigorously followed through the EVOLVE (Nottinghamshire County Councils online visit approval system). Any personnel at the visit site are made aware of any children with SEND. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity where reasonable adjustments can be made

15) How accessible is the school environment?

The school has the following specialist SEND facilities in place:

- Wheelchair access
- Disabled toilet and changing table
- Increased access to the curriculum and assistance during examinations
- Highly qualified staff
- High level of TA and care assistant support

Further information can be found in the Accessibility Plan available on the school website, written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010
Our Accessibility appendices describes the actions the school has taken to increase access to the environment, this is available via the school website.

16) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil transition. These include:
On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into their school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living (Primary):

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will

involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

- Accompanied visits to other providers may be arranged as appropriate. For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

Support for Transition

Communication between primary and secondary starts from Year 5 and before in some cases. Most students will attend transition week in Year 6 as well as a longer supported transition in year for those with special educational needs. Bespoke transitions are provided for pupils who require additional support to secondary education to support both child and parents. The secondary academy co-ordinator attends any meetings at Hillocks Primary Academy prior to transition to ensure a smooth and supported transition period and meets with the SENDCo to discuss access and curriculum arrangements for children dependent on their needs.

17) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities Additional and or High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
- Targeted adapted teaching and learning of the curriculum to increase access
- Different recording strategies, additional time etc.
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
- Out of class ELSA support (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's
- Difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Partnership working with other settings (shared resources e.g. Parent Support Advisor; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
- Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Implementation of strategies from support agencies e.g. NAP, SFSS, EP, SALT.

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

  If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or a member or a member of Senior Leadership Team.

20) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENDCo: Charlotte Adams
- The Assistant SENDCo: Charlie Letch
- The Principal: Claire Gledhill

For complaints, you can find information within our Concerns-and-complaints.pdf policy.

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service

21) Information on where the Local Authority's Local Offer can be found.

Please visit our Local Offer on the Nottinghamshire County Council website

All our polices can be found on our academy website.