

Hillesley

PRIMARY SCHOOL



Our vision, which is underpinned by our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

Special Educational Needs & Disabilities Policy and Information Report (SEND)

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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EIA approved by	FGB	Reviewing committee	Ethos & Wellbeing

EIA = due consideration of potential adverse impacts on the following groups: age; disability; gender and gender reassignment; marriage and civil partnership; pregnancy and maternity; racial groups; religion or belief; sexual orientation.

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions.....	3
4. Roles and responsibilities	3
5. SEND information report	4
6. Monitoring arrangements.....	9
7. Links with other policies and documents.....	9

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The vision and aims of the school is to be inclusive and to help every child reach their potential and be secondary ready by the time they leave the school in Year 6. At Hillesley, regular, termly pupil progress meetings are held, and, where appropriate, individual support plans are used to record identified needs, barriers, provision, reasonable adjustments and intended outcomes. The format of these records will be reviewed in response to national and local SEND developments.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [Equality Act 2010](#) & [Equality Act 2010: reasonable adjustments](#)
- [Supporting pupils at school with medical conditions](#)

2026 SEND reforms

The school continues to meet its statutory duties in accordance with the SEND Code of Practice: 0–25 years and other relevant legislation and statutory guidance.

The Government is undertaking a programme of SEND reform, including proposals to strengthen inclusive mainstream education, establish a stronger Universal Offer and improve access to early and specialist support. These reforms are being developed through consultation and phased implementation and do not currently replace the existing statutory SEND Code of Practice.

Hillesley Church of England Primary School will continue to develop its inclusive practice in line with national and local developments and will review this policy as statutory requirements and local arrangements change.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A child does not need to have a medical diagnosis in order to be identified as having SEND or to receive appropriate support.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Advise on the graduated approach to providing SEND support
- will work collaboratively with class teachers; responsibility for the quality of teaching and provision for pupils with SEND remains with the class teacher.
- Monitor the effectiveness and impact of SEND provision across the school and support staff to develop their inclusive practice.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction

- speech, language and communication needs
- autism

Cognition and learning

- specific learning difficulties such as dyslexia and dyspraxia
- moderate/severe/profound and multiple learning difficulties

Social, emotional and mental health

- anxiety and emotional regulation difficulties
- ADHD
- other SEMH needs

Sensory and/or physical

- hearing or visual impairment
- physical disability
- sensory processing needs
- medical conditions which affect access to learning

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents and carers are involved throughout the graduated approach and will be given clear information about their child's needs, the provision being made, intended outcomes and the impact of support.
- Pupils are involved in decisions about their SEND provision wherever appropriate and according to their age and understanding. Their views, strengths, preferences and aspirations will inform assessment, planning, review and transition.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The purpose of the graduated approach is to identify and remove barriers to learning and to evaluate the impact of provision on the pupil's progress, development, independence and wellbeing. Provision will be adapted where evidence shows that it is not having the intended impact.

The class teachers and support staff will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views, where appropriate
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition planning will begin sufficiently early to identify and reduce potential barriers. This may include enhanced visits, information sharing, pupil profiles, meetings with parents and receiving staff, visual preparation and individual transition plans where appropriate.

The SENCO and teachers will work with receiving secondary schools on programmes of transition agreed to best suit the needs of each pupil with additional needs to facilitate a smooth and positive transition and to help the receiving school in their initial stages of support planning.

5.6 Our approach to teaching pupils with SEND

High-quality teaching is our first step in responding to pupils who have SEND. We recognise that many barriers to learning can be reduced through high-quality, inclusive and adaptive classroom teaching. Teachers are responsible for identifying and responding to individual needs through appropriate adaptations to teaching, resources, classroom organisation, assessment and the learning environment.

SEND support is not dependent upon a pupil having a diagnosis. Where appropriate, adjustments are made as part of ordinarily available classroom provision before more specialist intervention is considered. Our school's [Universal Offer](#) explains how we provide an inclusive education for all children.

All teachers remain responsible and accountable for the progress, development and inclusion of pupils with SEND in their class. Additional adult support does not replace high-quality teaching or transfer this responsibility to teaching assistants or the SENCO.

5.7 Adaptations to the curriculum and learning environment

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

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example:
 - explicit modelling
 - scaffolding
 - breaking learning into manageable steps
 - checking understanding
 - structured questioning
 - visual supports
 - retrieval and repetition
 - pre-teaching
 - vocabulary development

- processing time
- opportunities for overlearning
- assistive technology where appropriate
- reducing unnecessary cognitive load

➤ Provide alternative learning areas such as a separate learning station or time-out area

5.8 Additional support for learning

Teaching assistants provide targeted support where this is appropriate and forms part of the pupil's planned provision. Support may be delivered individually, in a small group or within the classroom, depending on the pupil's needs and intended outcomes.

The deployment of additional adults will be reviewed regularly to ensure that support promotes pupils' learning, independence and inclusion.

We work with the following agencies to provide support for pupils with SEND:

- Early Help
- Advisory Teaching Services
- Educational Psychologist
- Specialist teachers and providers such as occupational therapist, medical, speech and language professionals; any other specialist that could be involved in the care and provision for a pupil

5.9 Expertise and training of staff

Hillesley Church of England Primary School is committed to developing staff expertise in inclusive practice and SEND.

The SENCO supports staff in identifying needs, adapting teaching and evaluating provision. Staff receive appropriate training and professional development according to the needs of the pupils within the school and the priorities identified through monitoring and review.

Training may include adaptive teaching, communication and interaction, cognition and learning, social, emotional and mental health, sensory and physical needs, assistive technology, and specific strategies recommended by specialist professionals.

Teaching assistants and other support staff receive appropriate guidance and training to enable them to support pupils effectively. Their role complements, rather than replaces, high-quality teaching by the class teacher.

5.10 Securing equipment and facilities

Securing additional resources is done on an individual needs' basis and a specific cost centre is included in the annual budget plan

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress and updating the individual support plan towards their goals each term
- Reviewing the impact of interventions after 6 to 8 weeks

- Using pupil questionnaires and feedback where appropriate
- Monitoring by the SENCO
- Holding interim and annual reviews for pupils with EHC plans

Evaluation will consider the impact of provision on academic progress, communication, independence, engagement, attendance, wellbeing and participation, as appropriate to the individual pupil. Where provision is not having the intended impact, it will be adapted following the assess–plan–do–review cycle.

5.12 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 and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Kilve Court, with some additional measures when required

All pupils are encouraged to take part in school events such as sports day and school performances. We aim to ensure that pupils with SEND and disabilities are able to participate fully in the wider life of the school. Where an activity may present a barrier, we will consider reasonable adjustments, additional support, alternative arrangements or appropriate risk management so that pupils can participate safely and meaningfully wherever possible.

- Arrangements for the admission of disabled pupils, i.e.
 - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
 - The specific needs of a child with an EHCP are assessed to ensure the safety and necessary provision is available
- Where the physical environment presents a barrier, the school will consider reasonable adjustments and other practicable measures to improve access and participation, taking account of the limitations of the school site. The school's accessibility plan is available on the school website.
 - All that is possible, given the restrictions of the school site that cannot be changed, to improve the physical environment to enable disabled pupils to take better advantage of the educational provision, is regularly reviewed and alterations made where possible to provide benefits and facilities for individual pupils' needs

5.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all extra-curricular clubs and PHSE sessions to promote teamwork/building friendships
- Pupils have various means by which they can express themselves in both written form and time to talk

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Where specialist advice or support is required, the school will work with parents/carers and relevant external agencies. Information will be shared in accordance with data protection requirements, safeguarding duties and applicable consent requirements.

5.15 Attendance

We recognise that pupils with SEND may experience barriers which affect attendance and punctuality. Where attendance is a concern, we will consider whether SEND, health, emotional wellbeing or other barriers are contributing and will work with the pupil and family to identify appropriate adjustments and support.

5.16 Complaints about SEND provision

Concerns should normally be raised with the class teacher or SENCO in the first instance. If the concern cannot be resolved, parents/carers may use the school's formal complaints procedure.

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

5.17 Contact details of support services for parents of pupils with SEND

The school provides information leaflets and refers parents to the appropriate websites for additional help and information as required.

5.18 Contact details for raising concerns

Details for the Head Teacher and the Chair of Governors are available on the school website and from the school office.

5.19 The local authority local offer

Our contribution to the local offer is available on the school website

Our local authority's local offer is published here: [SEND Local Offer | Glosfamilies Directory](#)

6. Monitoring arrangements

This policy and information report will be reviewed annually by the SENCO and headteacher, with appropriate involvement of staff and the governing board. It will also be updated when there are significant changes to legislation, statutory guidance, local arrangements or the school's SEND provision.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions