



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

Hillesley CE VA Primary School

Special Educational Needs and Disability Information Report

September 2026 (Academic Year 2026-27)

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.

Author	L. Chandler	Date reviewed	September 2026
Position	Headteacher	Date ratified	October 2026
Document status	Approved	Next review date	September 2027
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.

Hillesley Church of England Primary School values the contribution that every child can make and celebrates diversity. We are committed to removing barriers to learning and ensuring that pupils with SEND are valued, respected and included as full members of our school community.

Provision for pupils with SEND is a responsibility shared by the whole school. All teachers are teachers of pupils with SEND. We are committed to high-quality, adaptive teaching as the foundation of our **Universal Offer**, with additional support provided where pupils require provision that is additional to or different from that ordinarily available.

We work in partnership with pupils, parents and carers, and relevant professionals to identify needs early, remove barriers and enable every child to flourish.

This report will be reviewed on an annual basis and will be published on the school website. Paper copies are available on request from the school office.

Our aims and objectives

In line with our school vision which strives for all children to 'grow together in learning and life', we will:

- have high expectations for every child
- ensure inclusive and adaptive teaching
- provide early identification and appropriate support
- foster pupil and parent/carer partnership
- facilitate full participation in the academic, social and wider life of the school

What kinds of special education needs or disability are provided for at our school?

We support pupils with a wide range of needs and will make all reasonable adjustments to ensure they are included in all aspect of school life. The broad areas of need which we provide for are:

- **Communication and interaction**
Children with speech, language and communication needs who may have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and learning**
Children with cognition and learning needs may require support to acquire, retain, retrieve or apply knowledge and skills. This may include specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health (SEMH)**

Children may experience a range of social, emotional and mental health needs, which may affect their emotional regulation, relationships, behaviour, engagement or learning. These may include anxiety, difficulties with emotional regulation and ADHD.

- **Sensory and/or physical needs**

Some children need SEND provision because they have a disability which prevents or hinders them from making use of school facilities. These include hearing impairment, vision impairment or a physical disability.

How does our school ensure that children who need extra help are identified early?

We use [Gloucestershire's Graduated Pathway of Early Help and SEND Support](#) alongside the school's assess-plan-do-review approach to identify barriers, plan appropriate provision, evaluate its impact and adapt support where necessary.

Children are identified as having special educational needs through a variety of ways including the following:-

- assessment and observation by teachers and other school staff
- concerns raised by the pupil or their parents/carers
- progress and attainment information
- barriers to learning, communication, participation, wellbeing or independence
- observations of behaviour and engagement
- information from previous settings
- advice from external professionals
- health or medical information, where relevant

A medical diagnosis is not required for a pupil to receive SEND support.

What should a parent do if they think their child may have special educational needs or a disability?

Talk to us – in the first instance contact your child's class teacher; if you still have concerns please contact:

Headteacher:	Mrs Lucy Chandler	(head@hillesley.gloucs.sch.uk)
SENDCo	Mrs Annette Booth	(senco@hillesley.gloucs.sch.uk)

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who will explain my child's needs and progress to me?

Parents/carers will receive regular opportunities to discuss their child's progress, needs and provision with the class teacher and, where appropriate, the SENDCo.

Where a pupil has an individual support plan, this will be reviewed regularly with the pupil and parents/carers, with additional meetings arranged where appropriate.

How will school support my child?

Our SENDCo and Headteacher oversee all support and progress of any child requiring additional help across the school.

- High-quality teaching is the first response to SEND
- Teachers adapt teaching, resources, assessment and the learning environment to remove barriers to learning.
- Additional provision may include targeted intervention, small-group support, individual support, specialist advice or reasonable adjustments.
- The class teacher remains responsible for the progress and development of pupils with SEND. Teaching assistants and specialist staff support the delivery of provision but do not replace high-quality teaching

How do teachers match the curriculum to an individual child's needs?

We aim for all pupils to access an ambitious and appropriately challenging curriculum. Teachers use adaptive teaching to remove barriers while maintaining high expectations. Adaptations may include scaffolding, modelling, chunking instructions, pre-teaching vocabulary, visual supports, additional processing time, explicit teaching, adapted resources, assistive technology and flexible approaches to recording learning.

Where appropriate, individualised adaptations or targeted interventions may be provided in addition to classroom teaching.

How is the decision made about what type and how much support my child will receive?

Your child's class teacher, in discussion with the SENDCo/Headteacher, will decide how much and what type of support your child needs.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.

- Children who have an individual support plan will discuss their targets with their class teacher and the SENDCo during meetings.
- If your child has an Education, Health Care Plan (EHCP) their views will be sought at the review stage, if appropriate.
- Pupils also share their views through specific Pupil Voice activities.

What additional support for learning is available for my child?

Support is provided through a combination of high-quality classroom teaching, reasonable adjustments and targeted interventions. Where appropriate, pupils may receive additional individual or small-group support either within the classroom or for a time-limited intervention outside the classroom. Decisions are based on identified needs and intended outcomes, and provision is reviewed for impact.

What specialist services and expertise are available at or accessed by the school?

Depending on an individual pupil's needs, we may seek advice from or work with relevant education, health and social care professionals. These may include:

- GP
- School Nurse
- Clinical Psychologist
- Paediatrician
- Speech & Language Therapist
- Occupational Therapist
- Physiotherapist
- Educational Psychologist
- Advisory Teaching Service
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Early Help
- Showmen Traveller Support
- Inclusion support

The 'Gloucestershire Local Offer' is available at:

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age-related expectations.
- Progress is considered in relation to each pupil's individual starting point and intended outcomes. Depending on the pupil's needs, this may include progress in learning, communication, independence, engagement, attendance, emotional wellbeing, social development and participation.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from

their admission through to Year 6, using a variety of different methods and some standardised tests, as appropriate.

- Children who are not making expected progress are identified through the termly 'Pupil Progress Meetings'. In this meeting a discussion takes place about the progress of all pupils but predominantly those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's individual support plan is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress with your child's class teacher and the SENDCo at their individual support plan meetings held twice a year.
- You are also welcome to make an appointment at any time to meet with either the class teacher, SENDCo or Headteacher and discuss how your child is getting on.

How will you help me to support my child's learning?

- The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the Special Educational Needs register, they will have an individual support plan which will have individual targets that will be monitored and discussed with you regularly. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

How does the school judge whether the support has had an impact?

- By reviewing children's individual support plan targets in December, March and June and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets.
- The child is making progress academically against national/age related expectations.
- Verbal or written feedback from the teacher, parent and pupil.

A pupil's SEND status will be reviewed regularly. Where evidence indicates that a pupil no longer requires SEND support, this will be discussed with the pupil and parents/carers and the decision recorded appropriately. Support will continue to be provided through the school's Universal Offer where appropriate.

How accessible is the school environment?

The school site presents some physical accessibility limitations, including restricted wheelchair access to the main building and limited accessible toilet/changing facilities. We recognise these barriers and consider reasonable adjustments and individual arrangements to enable pupils with disabilities to access education and participate in school life.

Our Accessibility Plan sets out the steps the school is taking to improve accessibility and participation.

The accessibility plan for our school, which is regularly reviewed by the Governing Body, can be found within the Single Equality Duty policy which can be found via the school website.

What activities are available for my child in addition to those which are part of the curriculum?

We have a wide range of clubs run by internal and external staff which take place after school. We encourage all of our pupils to join these clubs and wherever possible we adapt them to ensure accessibility.

How will my child be included in activities outside the classroom including day and residential trips?

- We consider reasonable adjustments, additional staffing, adaptations to activities and appropriate risk management when planning trips and residential experiences. We work with pupils and parents/carers to identify and remove barriers wherever possible.
- If, after reasonable adjustments and careful risk assessment, an activity cannot be undertaken safely, we will work with the family to identify an appropriate alternative that enables the pupil to access the intended learning and experience as far as possible.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- The headteacher endeavours to greet and welcome pupils and their families each morning and pupils can come straight into the main school building which ensures a smooth transition between home and school each day.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Headteacher or SENDCo for further advice and support. This may involve working alongside outside agencies such as Health, Advisory Teaching Services, Speech and Language Services and Educational Psychology Service.
- There is a member of staff trained to deliver basic speech and language therapy.
- We may use outside agencies to provide Play therapy where appropriate.
- We work with families and relevant professionals to understand individual medical, sensory, communication and emotional needs and make appropriate adjustments to support pupils' wellbeing and participation in line with our Supporting Pupils with Medical Conditions Policy.
- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's wellbeing. As a nurturing school, all our vulnerable pupils are known to all staff.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils. We also take every opportunity to include pupils socially at break and lunch times.
- We recognise that SEND, health, emotional wellbeing and other barriers may affect attendance and punctuality. Where attendance is a concern, we will work with the pupil and family to understand the barriers and consider appropriate adjustments and support.
- Where behaviour may be linked to an underlying SEND need, communication difficulty, unmet need or emotional regulation difficulty, we will seek to understand the reason for the behaviour and consider appropriate adaptations and support alongside our behaviour procedures.
- After any serious behaviour incidents, we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- If a child is at risk of suspension or exclusion, a specific individual support plan is written. This is done with the child and parents to identify the specific issues and reflect the relevant support and targets that are put in place to minimise the risk of exclusion.

What training have the staff supporting children with special educational needs, had or are currently having?

Staff receive ongoing professional development to strengthen their ability to identify needs early, use adaptive teaching and implement effective reasonable adjustments. Training is informed by the needs of pupils currently attending the school and advice from specialist

professionals. Recent or relevant expertise includes ongoing SENDCo professional development through the Leading Achievement Hub, speech and language support, dyslexia, social communication, positive handling, physical development and coordination, and social/emotional support.

The school also accesses Gloucestershire SEND networks, specialist advice and professional development opportunities.

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

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of teaching assistants and teachers who deliver programmes designed to meet individual or groups of children's needs.
- The budget is allocated on a needs basis. Resources are allocated according to identified need and the provision required to remove barriers to learning and enable pupils to participate and make progress.

How are parents involved in school life?

- We have an open-door policy - parents are encouraged to come in and talk to us if they have any concerns.
- Parents/carers are involved in discussions about their child's needs, provision and progress and are encouraged to share information that may help the school understand and support their child.
- We have homework celebration days for all parents
- Parents are also welcome to help out as volunteers.
- Parents are also invited to regular Celebration Worship and performances.
- There is an annual parental questionnaire.

How the Governors are involved and what are their responsibilities?

- The SEND Governor is Mrs Anne-Marie Collier
- The SENDCO reports to the Headteacher and SEND Governor to inform her about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- The SEND link governor works with the headteacher and SENDCo to monitor the effectiveness of SEND provision, including the impact of the school's inclusion priorities, and reports to the governing board as appropriate.
- The Governors agree priorities for spending within the special educational needs and disability budget with the overall aim that all children receive the support they need in order to make progress.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with SENDCo or Headteacher.
- Find further information in our [Special Educational Needs](#) policy on our website.

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

- We encourage all new children to visit the school prior to starting with us
- The Early Years Foundation Stage teachers arrange home/pre-school visits for all children joining the school in Reception
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate
- When appropriate we write social stories with children to help explain and prepare them for any major transition
- When children are preparing to leave us for secondary school, we arrange visits for them
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has an Education, Health and Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school

Who should I contact if I am considering whether my child should join the school?

Contact the School Office, to arrange a meeting and tour of the school:

Hillesley Primary School, Kilcott Rd, Hillesley, Glos, GL12 7RH

Tel: 01453 843551

E-mail: admin@hillesley.gloucs.sch.uk

If your child has a special educational need or a disability, you could contact the Head teacher or school SEND Co-ordinator who will discuss how the school could meet your child's needs.

What are the arrangements for the admission of disabled pupils?

Hillesley Primary School welcome pupils from all cultures and backgrounds including those with a disability. Any pupil with an Education, Health and Care Plan (EHCP) which names

the school must be admitted. Please refer to the school's Admissions Policy for more information which can be found via the school website.

What steps have been taken to prevent disabled pupils from being treated less favourably than other pupils?

The school does not discriminate against disabled pupils in relation to admission and will make reasonable adjustments where required.

What facilities do the school provide to help disabled pupils to access school?

Hillesley Church of England Primary School is committed to meeting its duties under the Equality Act 2010. We will make reasonable adjustments for disabled pupils to ensure that they are not placed at a substantial disadvantage compared with pupils who are not disabled. This may include adjustments to teaching, assessment, communication, the physical environment, school routines, trips, clubs and other activities.

SEND Reforms

Hillesley Primary School is continuing to develop its inclusive practice in line with national and local SEND developments. We are particularly committed to strengthening our Universal Offer, high-quality adaptive teaching, early identification, evidence-informed support, pupil and parent/carer participation and effective transition. The school will update its SEND Information Report as national SEND reforms and statutory requirements develop.

Further links and information:

Admissions Policy
SEND Policy
Behaviour policy
Complaints policy
Equality Policy
Child Protection & Safeguarding Policy
Keeping Children Safe in Education
Working together to safeguard Children

This report will be reviewed in September 2027.