Hillary Primary School

Special Educational Needs & Disability Information Report

Date last reviewed: September 2025
Review schedule: Annually

Headteacher: Alison Taylor

SENCO: Tammy Cooper

SEND link Governor: Jane Maynard

Key information 2025/2026		
SEND coordinator (SENCO) in school		Tammy Cooper
SENCO contact details	Email	enquiry@hillary.walsall.sch.uk Please mark emails 'For the attention of Mrs Cooper/SENCO'
	Telephone	01922 720812
Where to access the Local Authority's SEND offer		https://go.walsall.gov.uk/children-and-young-people/send-local-offer
Where to access the school's SEND policy		On the SEND page of school's website: https://www.hillary.walsall.sch.uk/send
Where to access the school's Accessibility plan		On the SEND page of school's website https://www.hillary.walsall.sch.uk/accessibility
Where to access the school's Complaints policy		On the policy page of school's website https://www.hillary.walsall.sch.uk/complaints/

Areas of need as identified in the SEND code of practice report	
Area of need	**Do we provide provision to support this area of need?**
Communication & Interaction	Yes
Cognition & Learning	Yes
Social, Emotional & Mental Health	Yes
Sensory &/or Physical Needs	Yes

How we identify if a child needs additional support

When children have an identified SEND before they join our school, we work closely with the people who already know them, including parents. We use the information available to identify what barriers to learning may be within our school setting and also to help us plan appropriate support strategies.

If parents believe that their child has an unidentified special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school though we will sometimes request advice from more specialised services. We will work with parents and in consultation, plan the next steps to best support their child.

Class teachers will make regular assessments of progress for all pupils in all areas 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.

Slow progress and low attainment will not automatically mean a child is recorded as having a SEND.

We believe that early identification and intervention is best to help children achieve success. This will help us to identify the child's need and plan strategies to support their learning. If school staff have become concerned about a child, parents will be contacted by the child's class teacher in the first instance and/or the school's Special Educational Needs Coordinator (SENCO).

How we will consult parents & children & involve them in their education

We are child and family centered and believe that children and parents should be at the heart of all decision making about the child. When we consider a child's SEND we discuss with parents how they present at home. Where appropriate, in line with our graduated response, we will write and review targets with children and parents/carers.

Each term we hold parent meetings which allow the child, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.

We encourage parents to be open and honest with school when sharing concerns and celebrating successes. Appointments should be booked with staff when a more in-depth discussion is required.

Every child takes books home from school to read either with an adult/older child or to themselves depending upon their ability. Where appropriate children are given a reading book which matches their ability but they are also able to choose a book of interest from the school library too. Advice on how to support a child's reading can be obtained from the child's teacher and our school website has a dedicated area for reading where parents can find information on how to ensure success for their child.

We have access to online learning packages and children's usernames and passwords are sent home so that they can access such learning out of school too. This is the focus for

homework. Again, support for parents is available through workshops and parents can seek additional support from appropriate members of staff.

How we will assess & review pupils with SEND progress towards outcomes

In Early Years Foundation Stage, we track progress against the EYFS Framework and/or Birth to 5 Matters. For those children in other year groups who are working significantly behind their peers, the EYFS Framework continues to be used if it is deemed appropriate. For children with significant and complex needs the Engagement Model and Complex SEND assessment is used if deemed appropriate.

Within school, teachers assess the children's attainment termly using NTS assessments (termly tests). This data is discussed with the Senior Leadership team so that strategies can be put in place to intervene early and support children if required. We regularly use staff/phase meetings to get all teachers to assess pieces of work to check that our judgements are correct (moderating).

All adults working with pupils across the school will provide feedback to pupils in a way that is appropriate to the child. Assessment for learning is a priority.
If a child is in Year 1 and above, sometimes, 'The Birmingham Continuum' is used as a more sensitive assessment tool to show progress in more detail.

For more specific assessments of progress and to identify areas for targeted intervention, we also use the Wellcomm, Sandwell Early Numeracy Test, York Assessment of Reading Comprehension, Read Write Inc and GL Dyslexia Screener. This list is not exhaustive, and we may use other assessments if there is a reason to do so.

Chatterboxes, our in school speech and language therapists, use a wide range of specific and specialist assessments to judge progress and identify areas for targeted therapy.

How we will support children in moving between phases of education &/or preparing for adulthood

Children who join in nursery are welcomed into our school community with a personal home visit. A series of parent and child taster sessions follow in preparation for their start. Initially, we offer an individualised reduced timetable to support children with settling into the setting. Our LA provides an early years advisory teacher to support children with previously identified SEND when they make the transition to our Early Years.

Transition into Reception and then into successive year groups is supported by home visits, meetings with parents and previous settings, meet the teacher time and taster sessions in the new class.

Transition plans are created when required. We liaise closely with a child's previous school/setting and will routinely arrange to visit them in this familiar setting wherever possible before they transfer.

Parents and children who are joining our school mid-term are encouraged to visit the school before they start. We will plan a child's transition to us with information from parents and all professionals already involved.

As a child makes the transition to Secondary school, again we will contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our setting and through dialogue with parents and the child set up appropriate transition visits. We can provide a familiar member of staff to accompany children on visits to their new school if required.

Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND

We believe that where possible children's needs should be met within the mainstream classroom through the use of effective high quality teaching. Wherever possible children are taught alongside their peers in mixed ability classes. Our curriculum aims to provide equity for all through inclusion and adapted teaching.

We give children the opportunity to record their work in a range of different forms enabling them to experience success. We aim to bring learning to life and wherever possible enable children to experience and be a part of their learning. Throughout the school year we encourage at least one educational visit and experience for all children. We arrange visitors to school and all children have access to and benefit from this learning.

Teachers adapt teaching and the learning environment in order to cater for all needs. For a minority of children with severe and significant needs, the large mainstream class is not appropriate for them or their peers. These children are taught in a less stimulating environment with a higher staff to child ratio.

When appropriate, staff are deployed to give children additional support for their academic and/or physical needs in small groups or 1:1, outside the classroom for parts of the day/lesson. We are able to offer quieter environments for children at lunchtimes and playtimes. Our Nest is a safe space which is used as a place of calm and reflection as well as a Thrive intervention space.

For those children with SEMH needs, we are able to offer bespoke and individualised support using the Thrive approach. This can be in the form of 1:1/small group intervention but it also underpins our approach to behaviour management and responses to dysregulation. We have close working links with Walsall's Reflexions team and again use their resources to support some of our children with SEMH needs, where it is appropriate to do so.

We have a range of technology to help motivate and access learning. These include I-Pads, chrome books, microphones and talking tins. We seek advice from outside agencies and outreach providers as and when the need arises for specialist seating or access facilities. We have changing facilities for those children who require it.

How we listen to the views of children and young people with SEN and measures to prevent bullying

We have several means of gaining the views of the children at Hillary Primary.

We often seek pupil voice through monitoring processes and we ensure that SEND children are included in these conversations. We have a school council and SEND is not a factor that prevents children from being nominated by their peers for this role.

For all annual reviews, we seek the child's view in a personalised manner and we present this in a way that is appropriate for the individual and their needs. Some children have a conversation with an adult, some write responses to questions and some children show their preferences through their observed behaviours.

We carry out an annual questionnaire with a group of SEND children to seek their thoughts and identify strategies which they feel support them.

How we train our staff who provide support to pupils with SEND & the existing expertise they have

As a result of triangulating information from monitoring activities such as learning walks, book looks and pupil discussions, we tailor CPD for staff accordingly. We have a comprehensive induction policy for new staff. Our priorities in school include attainment, inclusion and positive starts and so regular training is provided for staff throughout the school year.

Each term, as a minimum, a staff/phase/year groups meeting is allocated for SEND training. These sessions are delivered by the school SENCO as well as outside agencies (Chatterboxes, NHS SALT, NIAT and Early Years SEN team). Training can be specific to one child or for the wider SEND provision. Inclusion is a continual theme in all staff development.

Specific staff receive specialised training to support them when planning for and meeting the needs of children with more complex needs.

We have highly trained Thrive practitioners and they have given staff the skills to understand emotional development, attachment and brain development. This knowledge underpins all that we do and we understand that 'all behaviour is a form of communication'.

How we evaluate the effectiveness of the provision made for pupils with SEND

Following termly assessments, pupil progress meetings are held with at least the class teacher, Assistant Headteacher for the phase, SENCO and Deputy Headteacher - there may be other members of the leadership team present too if appropriate. These meetings focus on reviewing high quality teaching strategies in place, reviewing interventions which have taken place and prioritising and planning provision for the following term. Any interventions which are carried out, if they are deemed to be additional to or different from the provision for the majority of children, are recorded on a costed provision map to allow for analysis of spending and impact.

Half termly meetings are carried out between Chatterboxes and the SENCO to review the provision for SLCN and again, prioritise which pupils are to be targeted.

The Thrive team regularly review and discuss the provision in place and make

adjustments accordingly. The Thrive profiling tool is used to identify those who need additional support with regards to emotional development. They work closely with LSAs providing direct support to individuals to ensure appropriate targets are set and provision is in place for progress to be made. The Thrive team also support class teachers when planning to ensure children at right time development are having their needs met and have access to appropriate learning for their emotional development.

How we encourage & enable pupils with SEND to engage with activities available to pupils with no SEND requirement

We have a before and after school club with trained staff from school who are able to support the needs of children from the school setting. Additional conversations with parents are required when a child has an EHCP. This is to ensure that safe supervision can be provided as funding for additional support at these times is not received from Walsall's SEND department.

We have a number of lunchtime and after school clubs which cover a range of interests which include; sports and music. Children with SEND are welcomed and included, reasonable adjustments are made as necessary to support access to these experiences.

Number of pupils who have an EHCP (Education and Health Care Plan) who will leave school this year

Reason for leaving	Number of children
Phase transfer (Year 6 to Year 7)	3
Phase transfer (Year 2 to Year 3)	0 confirmed – parent consultations to take place
Phase transfer (EYFS to Year 1)	0 confirmed – parent consultations to take place

How we engage with other bodies such as health, social care & LA support services in meeting a pupil's SEND requirements & supporting their family

We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; social, emotional and mental health; severe learning difficulties and autism.

Our local authority provides an Early Years advisory teacher who supports children with SEND when they make the transition to our Early Years.

We receive advice and support through Chatterboxes Independent speech and language therapists to train staff and advise on programmes.

We liaise with and receive support and advice from School Health, Occupational Therapy, NHS Speech and Language, Lindens Outreach, NIAT and Educational Psychologists as appropriate. This list is not exhaustive. These professionals guide school staff in meeting the needs of the individual pupils. Together (child, parent/carer, school, outside agencies), we review a child's progress and agree on steps to make teaching more effective and learning easier.

We also liaise with the LA for support for those children who have more significant needs.

We complete and submit requests for EHC needs assessments and where EHCPs are in place we conduct annual reviews, again completing appropriate paperwork. We attend training and working groups set up by the LA inclusion team and NIAT (North Star Inclusion Advisory Team).

How we support children who are in care who also have SEN

Children in care have a termly PEP (personal education plan) meeting. Through this meeting all professionals involved discuss specific targets, progress and concerns. Identified SEND is discussed in depth at this meeting. We ensure that targets set are appropriate and manageable; provision that is required to ensure that they achieve success is planned for and additional funding is requested through each Local Authority's Pupil Premium allocation. We work closely with social workers and the Local Authority's virtual school teams to ensure that appropriate plans and support are in place.