



HILLSBOROUGH
NURSERY & PRIMARY SCHOOL

SEND Information Report 2025 - 2026

Author:	-
Committee:	-
Last Review/Update:	1st September 2025
Level of Change:	-
Next Review:	31st August 2026

Body

Believe. Belong. Become.

Introduction

Hillsborough Primary School strives to support all learners regardless of their barriers to learning.

Our SEND information report aims to set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

Special Needs Coordinator (SENCO)

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND is the Special Needs Coordinator (SENCO).

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents and other agencies.

The SENCO works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The SENCO plays an important role with the head teacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children with SEND.

The SENCO is Emma Kay and she can be contacted by telephone on **0114 2347898** or by email at **ekay@hillsborough.sheffield.sch.uk**.

The SEND Governor link is **Catherine Jewkes**.

This information report will be reviewed by Emma Kay (SENCO) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body on a yearly basis.

Contact details for raising concerns

If parents have concerns relating to their child's learning or inclusion, they should discuss these with the child's teacher in the first instance. This may result in a referral to the school SENCO.

Parents may also contact the SENCO or Head teacher directly if they feel this is more appropriate.

1. What kinds of special needs are catered for at Hillsborough?

The school supports learners with a wide range of SEND, including Specific Learning Difficulties such as Dyslexia and Developmental Coordination Disorder, Speech, Language & Communication Needs, ADD/ADHD, Social and Communication difficulties including Autism, Social, Emotional and Mental Health difficulties, Hearing Impairment, Visual Impairment, Physical Disability and Medical Needs.

2. How are special needs identified?

We pride ourselves on early intervention and aim to identify special needs when children enter school (at whatever point a child's school career).

Our Foundation Stage Team are skilled in identifying children who have difficulties with learning, speech and behaviour.

The Foundation Stage Team make referrals to external agencies such as Speech and Language Therapy or the 0-5 SEND Service.

In Y1-Y6, children's needs are usually identified by the class teacher or other staff.

Teachers complete an Early Help form with parents, actions are agreed, and a review follows a period of intervention. Further actions may include:

- adding the child to the SEND register
- referring to an external agency

Parents may also express concerns about their child's learning.

School has access to services such as Fusion School to School Support, Educational Psychology Service, and Speech and Language Therapy Service, who may assess pupils and provide feedback.

3. How do we evaluate the effectiveness of the provision made for children with SEND?

- Progress is monitored each term using National Curriculum expectations.
 - Children with complex SEND working significantly below expected levels may be assessed using the Birmingham Toolkit.
 - For pupils working at significantly lower levels, the engagement scale or Locke and Beech profile may be used.
 - Pupil Progress meetings review progress and identify children needing support.
 - Interventions have entry/exit criteria and progress is measured.
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4. What are the arrangements for assessing and reviewing progress and what opportunities are there for working with parents and children?

- SEND review meetings are held each term with staff and parents.
 - Targets are reviewed and new ones set; actions such as agency referrals are identified.
 - Class teachers, SENCO, and support staff attend.
 - Reviews also take place at Pupil Progress Meetings.
 - SENCO reports SEND progress to Governors.
 - Seesaw app and school website provide support for parents.
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5. What is the approach to teaching children with SEND, and how are adaptations made?

The SENCo is responsible for overseeing the provision and interventions for SEND learners.

Class teachers are responsible for quality 1st teaching and planning lessons which cater for all learners in their class. They are responsible for ensuring learners can access lessons and providing learners with resources such as visual aids, word mats and writing frames. They are also responsible for the organisation of fluid interventions including pre and post teaching and vocabulary pre-teach sessions.

It is at the school's discretion to change the routine for SEND learners. Children may access a reduced timetable if this is felt to be beneficial and relevant paperwork will be completed and submitted to the Local Authority. Parental agreement must be sought before placing a pupil on a reduced timetable.

There are a number of interventions running in school to support SEND learners. These include

- Small group additional phonics (following the various programmes contained in the Little Wandle approach)
- Keep up sessions for phonics (following daily phonics sessions)
- Revision Club for Y6 children
- Small group booster interventions (with an emphasis on Y6 pupils)
- Pre and post teaching intervention for maths and English (usually led by class teachers during break time and assembly time)
- Anger Management
- Friendships
- Anxiety
- Self-esteem
- Support for pupils struggling with EBSA (Emotionally Based School Avoidance)
- Small groups with a member of the Inclusion Team to improve social skills, behaviour and work on emotional resilience
- Reading boosters and 1-1 reading
- Lego Therapy (supports pupils on the Autistic Spectrum and children with Communication difficulties)
- Lunch Club. Children who struggle to manage busy lunchtimes can eat in a quiet space
- Drawing and Talking (anxiety intervention)
- Specific ASD interventions including intensive interaction/Attention Autism

We also run a number of speech and language interventions recommended by the speech and language service. We have 1 teaching assistant who has been trained by the speech therapy service to deliver speech and language interventions.

- LEAP (Language Enrichment Activity Programme) which teaches basic vocabulary around a range of key topic areas such as animals and mainly targets children in the early years.
- VIP (Vocabulary Improvement Programme) which develops language and vocabulary in older children.
- NIP (Narrative Improvement Programme) which is based around the theme of Shaun the Sheep.

The children watch a DVD and answer questions and tell the story of what they have watched. 4 If children require 1-1 speech therapy one of our highly trained teaching assistants may deliver a block of therapy. This may cover the pronunciation of speech sounds or provide support for children who are Selective Mute.

A Sensory Room is located in the Foundation Stage building (for children in Foundation Stage). Another Sensory Room is available for children from Y1-Y6. Children are supervised by an adult at all times when accessing the Sensory Rooms. Some children may access the Sensory Room on a daily basis, other children will access it when adults feel they would benefit from a session in there.

The school also has a designated Inclusion space called The Den. Children may access this space for planned intervention or for time out of the classroom. This space is used at the discretion of the Inclusion Team and Senior Leadership Team.

6. How is additional support for learning provided?

We have 4 teaching assistants working in Y1-Y6 who are trained to deliver interventions. We have 2 HLTAs and their predominant role is providing cover to teachers. They also provide some in class support when they are not covering classes.

The Inclusion Team (comprising of a Learning Mentor and a Behaviour Intervention Worker) provide pastoral and social, emotional and mental health support to vulnerable pupils. The Inclusion Team deliver specific interventions such as Lego Therapy, Nurture, friendship skills and Anger Management. They may also support individual learners who struggle with self-regulation.

We also work with the following agencies to provide support for pupils with SEN: Autism Team

- Educational Psychology (private support from Step Forward Psychology)
- Speech and Language Therapy (Let's Verbalise and NHS)
- Hearing Impairment Team (when appropriate)
- Occupational Therapy
- Visual Impairment Team (when appropriate)
- Primary Inclusion Panel/Team Around the School
- Community Youth Team
- Fusion School 2 School support (Learning Support)
- Family Intervention Service/Social Care
- The School Readiness/Transition Pathway (part of MAST)
- Health Needs in Schools Team (for pupils with complex medical needs)

It is important to note that the capacity of many of these services is limited and waiting times can be long.

7. How are SEND pupils included in activities?

Hillsborough Primary School aim to include all learners in school trips, residential and after school clubs. Planning for this is done in conjunction with parents/carers. A trained first aider attends each visit and can administer medication where necessary. At times may be asked to accompany their child on a day trip dependent on their child's needs. We have previously adapted the length of time pupils with SEND attend an overnight residential and children have attended for part of the visit. The accessibility policy is available on the school website.

8. What support is there for improving social and emotional development?

We have one Learning Mentor and a Behaviour Intervention Worker.

Miss Bateman (Learning Mentor) works Monday - Friday and has Safeguarding responsibilities. She does 1-1 work with children with behaviour needs and works with children to develop strategies to manage their behaviour. She also delivers the Lego Therapy Intervention and works with children to develop their resilience and self-esteem and manage anxiety. Miss Bateman organises consultation meetings between parents and the Family Intervention Team.

Miss Johnson is the Behaviour Intervention Worker. She works full time from Monday to Friday. She provides behaviour support to specific pupils with social, emotional and mental health difficulties and her support is flexible and responsive. She supports individual pupils with SEND at designated points during the day. Miss Johnson works with individual pupils to provide them with breaks from learning and to develop de-escalation strategies.

9. What is the expertise of staff and what training have they had?

All support staff are trained to deliver phonics intervention. Hillsborough School follow the Little Wandle approach. Mrs Dakin is highly skilled and trained to deliver SALT intervention. Some of the Foundation Stage staff are trained in the use of Makaton which is an effective communication tool and have had additional training on speech and language strategies. The Inclusion Team are trained in the use of Team Teach and specific intervention such as Lego Therapy and Drawing and Talking. All staff have participated in training on Trauma Informed Practice. Individual support staff have engaged in training on a range of topics including PDA, precision teaching and ADHD.

A4 laminated information sheets are displayed around school to show the medical needs of specific pupils and what to do if the child becomes ill due to their needs. All staff can access this information. The school holds a medicines policy. The office staff are responsible for administering medication to pupils e.g. inhalers, ADHD medication. A number of staff have completed the managing medicines training. Hillsborough School has a defibrillator on site.

10. How are resources and equipment secured?

The school uses its own budget to provide the majority of resources required by SEND learners. Some specific resources may be provided by other agencies such as the Visual Impairment Service and Occupational Therapy. A small amount of additional funding for high needs learners may be provided by the Local Authority and the Locality. This funding is not used to provide 1-1 support.

11. How are parents consulted and involved?

Every child has a parent evening appointment at 2 points during the school year. Termly review meetings for SEND pupils are led by the SENCO and parents are invited to attend the meeting. This is generally in place of parents evening. Teachers will also attend SEND reviews. During the SEND review meeting, children's learning and progress is discussed in relation to their individual targets. School operate an open-door policy where parents are invited to come in and discuss their concerns at any point during the academic year. Parents are welcome to email or phone the SENCO.

Children with high needs may have a MyPlan/Extended Support Plan or an Education, Health and Care Plan (in very few cases). A MyPlan/Extended Support Plan is written for children who require a high level of provision. The outcomes in both plans are reviewed during the SEND review meeting.

We communicate with parents in a range of ways such as face to face conversation, letters, e mails and phone calls. Home-school books can be set up for parents where considered appropriate. There is a specific SEND section on the school website with information for parents including links to external sources of information such as the Local Offer. Parents views are gathered on each parent evening where they are encouraged to complete anonymous questionnaires and OFSTED Parent View.

12. How are children consulted and involved?

- All pupils on the SEND register have a 1-page profile document outlining their additional needs (pupil passport). Children may contribute to this document by sharing their likes and dislikes and how they want to be supported in school. All pupils have the opportunity to talk with teachers and teaching assistants on a daily basis and where possible can express their views. Pupils have access to our Learning Mentor who they can talk to about any worries or difficulties they may be experiencing and children may also be encouraged to work with a member of the Inclusion Team on difficulties such as behaviour. Where appropriate, pupil views are gathered prior to their SEND review meeting and this information is shared in the review meeting. Pupils with Education, Health and Care Plans are always consulted for their views prior to their Annual Review meeting. There are a number of SEND pupils who are represented on the various Ambassador teams in school.
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13. How can complaints about SEND provision be made?

Complaints about SEND provision in our school should be made to the class teacher or SENCO in the first instance. The complainant will then be referred to the school's complaint policy.

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
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14. How do we involve other bodies in meeting children's SEND?

We have good relationships with a number of external agencies including Educational Psychology, Learning Support, Physiotherapy, Speech and Language Therapy, the Autism Team and MAST. This list is by no means exhaustive. In their first instance the SENCO will contact the relevant agency for advice and support, make referrals and coordinate their working in school. These external agencies are used to identify a child's barriers to learning and provide verbal or written advice for both school staff and parents.

15. What are the arrangements for supporting transition?

Transition arrangements are put in place for SEND pupils in Y6 when secondary school places are allocated. The school SENCO will contact the SENCO at the feeder school and arranges transition meetings. The meetings allow the sharing of information and paperwork. It also ensures arrangements such as additional visits are put in place. The children also participate in the secondary school's generic transition programme.

If children are allocated a place at Hillsborough and transfer from a different school at short notice, the SENCO or a member of the Inclusion Team contacts the SENCO or class teacher at the previous school to gather information about the child. All relevant paperwork is passed on from the previous school and the SENCO distributes this accordingly. If the transfer is longer term and planned in advance, meetings between the SENCO of Hillsborough and the SENCO of the previous school are held to transfer information and paperwork.

The Local Authority School Offer

Our contribution to the local offer:

<https://search3.openobjects.com/kb5/sheffield/directory/service.page?id=Ryow3QVHUvg>

Local authority's local offer:

<https://search3.openobjects.com/kb5/sheffield/directory/localoffer.page?localofferchannelnew=10>