



**HILLSBOROUGH**  
NURSERY & PRIMARY SCHOOL

# SEND Policy

|                            |                                 |
|----------------------------|---------------------------------|
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| <b>Committee:</b>          | Standards & Outcomes or Finance |
| <b>Last Review/Update:</b> | September 2025                  |
| <b>Level of Change:</b>    | Minor Review                    |
| <b>Next Review:</b>        | -                               |

**Believe. Belong. Become.**

## Hillsborough Primary School SEND Policy

### Guiding Principles

This policy has been formulated with regard to the 2014 SEND Code of Practice: 0 to 25 years, the Equality Act 2010 and the Children and Families Act 2014.

- In this school we have high expectations and set suitable targets for all pupils.
  - In this school a special educational need is defined in accordance with the 2014 SEND Code of Practice: 0 to 25 years.
  - All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHC plan.
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### Terms

SEND refers to a Special Educational Need. 'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents him or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEND Code of Practice: 0 - 25 years - Introduction xiii and xiv

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### Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEND policy
- To work closely with external support agencies, where appropriate, to support the need of individual pupils

- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
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## **Responsibilities and Resources**

The plan is detailed below:

The Special Needs Coordinator (SENCO), in collaboration with the Head teacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEND. Emma Kay currently holds the post of SENCO. Her responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Leading SEND with other Locality A SENCOs to ensure a cross-locality approach is adopted
- Apply for additional funding for high needs pupils (where applicable)

The SENCO works closely with other Lead SENCOs in Locality A. The SENCO provides a termly report to the SEND Governor that includes data analysis, updates on SEND provision at Hillsborough and the numbers of children at SEND Support on the register.

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Head teacher works closely with the SENCO and keeps the Governing Body fully informed of SEND issues providing an annual SEND Information report. The content of the report is specified at section 6.79 of the SEND Code of Practice 2014: 0 to 25 years.

The SEND Code of Practice 2014: 0 - 25 years identifies that 'teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff'. The Governing Body must publish information on their websites about the implementation of the governing body's policy for pupils with SEN (Section 6.79 SEND Code of Practice 2014: 0 to 25 years).

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## **Specialisms**

Emma Kay (SEN Coordinator) has completed the Post Graduate Certificate of Education in SEND Coordination.

Louise Dakin is trained in delivering Sheffield wide Speech and Language interventions including LEAP, VIP and NIP.

Georgina Bateman, Emma Kay, Nicola Wileman and Louise Dakin have all completed Team Team training during Autumn 2022.

Georgina Bateman is our Learning Mentor and is trained to deliver 'Drawing and Talking' (anxiety intervention).

Other support staff have engaged in training on a range of specific special needs.

## Facilities for pupils with Special Educational Needs

The school has a number of stairs however there is ramp access into the building. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2014: 0 to 25 years in terms of admitting pupils with disabilities.

There are a number of intervention rooms suitable for individual and small group support. This includes 2 Sensory Rooms and 'The Den' (Inclusion base). Please note these rooms are NOT an alternative provision of Hub provision.

All members of the school community, including pupils, are invited to inform the school of any disabilities they may have.

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## Resources

Delegated funding for SEND pupils is used to contribute to paying for support staff who support all pupils but may also be deployed to provide additional support to individual pupils. Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

A limited amount of funding is allocated from the Local Authority through the 'High Needs Block'. This is allocated to the school each year and is dependent on the number of high needs pupils who are identified.

From January 2025, funding will be allocated for pupils with new Education, Health and Care plans. This will be identified by the Local Authority using a banding tool. From September 2025, existing EHCPs will also be funded.

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## Identification, Assessment and Review

The school follows the SEND Code of Practice 2014: 0 to 25 years graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

**Assess:** the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEND support.

**Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEND support.

**Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. When the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning

**Review:** the effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers or directly by the SENCO. Teachers are required to complete an Early Help form (see Appendix 1) to submit to the SENCO to identify their concerns and any interventions they have already put in place to address these concerns. The form must be completed in conjunction with parents/carers. Children who are causing concern are also identified in termly pupil progress meetings with teachers. Parents and carers and the young person in question are involved as soon as it is felt a child has a barrier to learning.

A range of assessment strategies are used in school including Foundation Stage Assessments, Teacher assessments (based on the National Curriculum), SATS results and Y1 phonics test scores. Children who are failing to make expected progress are discussed at Pupil Progress meetings and placed on a monitoring register if it is felt to be appropriate. Parents are informed of this decision by the class teacher.

See Appendix 2 for the SEND procedure flow chart.

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## **The Monitoring Register**

Children are placed on the monitoring register and a plan is drawn up to identify possible interventions and strategies to help the child make expected progress. The outcomes are reviewed during the next pupil progress meeting. If the child has still not made expected progress by the next pupil progress meeting advice will be sought from external services to identify any Special Needs the child may have.

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## **Four categories of SEN - Broad areas of Need**

### **1. Communication and Interaction including:**

- Speech, Language and Communication Needs (including Specific Language Impairment)
- Autistic Spectrum Disorder

## **2. Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation and scaffolding. They include:**

- Moderate Learning Difficulties
- Severe Learning Difficulties - where children are likely to need support in all areas of learning and have associated difficulties with mobility and communication
- Profound and Multiple Learning Difficulties - where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific Learning Difficulties including dyslexia, dyscalculia and dyspraxia

## **3. Social, Emotional and Mental Health Difficulties. They include:**

A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging and disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

## **4. Sensory and/or Physical Needs, including:**

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

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### **Sheffield Support Grid**

Children with high needs are identified on the Sheffield Support Grid (SSG). The Sheffield Support Grid is broken down into the 4 main areas above with sub categories in each. Each sub category is levelled from 3-5 with 3 being the lowest

level of need and 5 being the highest level of need. Children who were previously graded as 1 or 2 are now classed as pupils accessing 'ordinarily available' provision.

Children are plotted according to their needs and the provision they are receiving in school to support their needs. Locality SENCOs work with schools to moderate their levels to ensure consistency across the city and schools are then required to submit their figures to the Local Authority. The Local Authority uses this information to distribute high needs funding across the Locality.

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### **Extended Support Plan/MyPlan**

Children who have high needs but do not have an Education, Health and Care Plan may have their needs identified on an Extended Support Plan. These documents outline a child's needs, advice from external agencies and outcomes that the child needs to achieve. This document should be written in conjunction with class teacher, external professionals and parents. The document should be regularly reviewed.

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### **Education, Health and Care Plans**

If a child is formally identified as having SEND by an external agency they will be placed on the SEND register with the agreement of parents/carers. If a child has high needs that cannot be met in a mainstream setting an application for an Education, Health and Care plan (EHCP) may be submitted to the Local Authority.

It is expected that SENCOs will discuss the pupil and corresponding paperwork at Locality panels prior to submitting to the Local Authority. Upon gathering all relevant advice about a pupil's progress, the Local Authority SEND Team may issue an EHCP outlining outcomes to be met and additional provision to be provided. The decision to issue an EHCP ultimately lies with the Local Authority.

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### **SEND files**

All classes have a SEND register and children are identified on Bromcom (the school data system). This is indicated using the K code. They may also have a secure, online SEND file containing other relevant paperwork such as pupil passports and reports from external agencies.

Most paperwork is now stored on CPOMS in the individual pupil document vault and any new documentation is uploaded directly to CPOMS.

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## **Review meetings**

Termly review meetings are held for all pupils on SEND Support. Parents/carers are invited to attend this meeting as well as class teachers and teaching assistants where relevant. Pupil views may be gathered prior to the meeting and shared during the review meeting. Representatives from external agencies may also attend the meeting.

Parents will be asked to contribute their aspirations for their child and the meeting will discuss the steps needed to help their child reach these aspirations. Targets may be identified at the meeting and these may be academic or focus on life skills.

For pupils with an EHC plan, review meetings may be more frequent. An annual review meeting is also held to review progress towards their objectives outlined in the statement/EHC Plan. A copy of the review report is sent to all invitees and the Local Authority SEND team.

Some children may have allocated workers from a range of external teams. This may result in an increased number of review meetings, for example, when children have an allocated worker from the School Transition Pathway Team or from FIS.

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## **The SEND and Monitoring Registers**

The SEND register is updated regularly (at least every half term) to consider summative assessment results. Class teachers who wish to nominate children to be placed on the Monitoring register will provide the SENCO with a completed SEND Early Help Form outlining the child's difficulties, steps taken to address these, assessment results and a record of discussions with parents.

Children with complex medical needs e.g. Diabetes may also be added to the SEND register if they require a high level of medical intervention.

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## Curriculum

Pupils have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and SEND review paperwork.

To enable access to the curriculum for pupils with SEND, the school provides:

- Teaching assistants
- Intervention resources
- Interventions
- Specialist equipment
- Differentiated learning
- Small group support
- Personalised approaches e.g. individual workstations for learners on the Autistic Spectrum
- Birmingham Toolkit to measure small steps of progress

See the school's local offer on the website for a list of interventions run in school.

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## Complaints

The school works in partnership with parents to ensure a collaborative approach to meeting pupils needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

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## External Support Agencies

May include:

- The Educational Psychology Service (including private support from Step Forward Psychology)
- Fusion (School 2 School Support)

- Hearing Impairment Service
- Visual Impairment Service
- Speech and Language Therapy (NHS and Let's Verbalise)
- Physiotherapy
- Occupational Therapy
- ASCETS team (formally known as the Autism Team)
- School Nursing
- The Local Authority SEND team (SENDSAR)
- Children and Adolescent Mental Health Service
- Ryegate Children's Centre
- Family Intervention Service (FIS)
- School Readiness Pathway
- Attendance and Inclusion Team

This list is not exhaustive and there may be other services involved with a child depending on their individual needs. The services above have lengthy waiting lists.

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### **The Local Offer**

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from 0 - 25, across Education, Health and Social Care.

The Local Offer can be found on both the Council page and the school website.

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## **Liaison with Parents/Carers**

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEND Code of Practice: 0 to 25 years.

- If the class teacher has an initial concern about a pupil's progress, parents will be invited to discuss this with the class teacher at the earliest opportunity and be told of strategies in place to help their child.
- Interventions and support strategies will be implemented.
- If intervention does not improve attainment and progress and the decision is made to include a child on the SEND register as SEND support or SEND monitoring, parents will be fully informed of this decision.
- If children are SEND Support they will have a termly review meeting with the SENCo and class teacher and any other relevant professionals. The meeting may take place via telephone or face to face.
- Parents are invited to each SEND review meeting and their aspirations for their child will be key to the target setting process. Parents will be included in target setting.
- Parent's views will be sought prior to the Annual Review meeting.

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## **Transition Arrangements**

Transition reviews are held for Y5 pupils to begin to plan their secondary provision. Professionals from the secondary school the child is transitioning to will be invited to attend their Y6 Annual Review and steps will be taken to include relevant members of secondary staff in other transition work.

Additional transition work such as extra visits and travel training may be organised.

The SENCO will contact the secondary SENCO to discuss the child and all SEN files will be passed on to the secondary school when pupils are placed on roll.

If children transfer to Hillsborough from another school at short notice, the SENCO will contact the previous school to gather information.

Where moves are planned, SENCO-to-SENCO meetings will be held.

## Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school.

We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

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## Other related documents

This policy should be read in conjunction with the following documents, all of which are available on the school website:

- Managing Medical conditions policy
  - Local Offer
  - SEN Information Report
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## Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance).

Completed: **September 2024**

Review date: **September 2025**

## Appendix 1 - Early Help Form Hillsborough Primary School - Early Help Form

|                             |                   |                    |  |
|-----------------------------|-------------------|--------------------|--|
| <b>Name of pupil:</b>       |                   | <b>Date:</b>       |  |
| <b>Class:</b>               |                   | <b>Teacher:</b>    |  |
| <b>DOB:</b>                 |                   | <b>Attendance:</b> |  |
| <b>Disadvantaged: Y / N</b> | <b>LAC: Y / N</b> |                    |  |
| <b>EAL: Y / N</b>           | <b>FSM: Y / N</b> |                    |  |

### Concerns (please highlight appropriate boxes)

| Concern  | Evidence |
|--|----------|
| General learning difficulties                  |          |
| Specific learning difficulties                 |          |
| Behavioural, Emotional and Social difficulties |          |
| Speech and Language difficulties               |          |
| Autism Spectrum Disorder                       |          |
| Hearing impairment                             |          |
| Visual impairment                              |          |
| Physical or medical difficulties               |          |

## Additional Factors

**Please describe any other factors to the child's well-being and progress (e.g. new starter, new to English, punctuality, attendance, home circumstances)**

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## Current Data

|  | Reading | Writing | Maths |
|--|---------|---------|-------|
| Current data (P levels/small steps/NC levels/FS profile) |         |         |       |

|   |  |
|---|--|
| What will you do in regards to these initial concerns? E.g. focus groups, interventions, monitoring |  |
| Please indicate any agencies already involved   |  |
| Parents views   |  |

## Please sign when discussed with parents

Class teacher:

Date:

Parents:

Date:

## Appendix 2 - SEND PROCESS AT HILLSBOROUGH

2024 - 2025

