



Hillside Primary School and Nursery

Special Educational Needs and Disabilities (SEND) policy

Approved by:	Trust
Last Reviewed on:	October 2025
Next Review Due By:	October 2026

SENDCO (Special Educational Needs and disability Co-ordinator) Miss Wood, member of the Senior Leadership Team.

The named SEND governor is Miss Corby.

This Policy takes account of the Special Educational Needs and Disability Code of Practice 0 -25 years June 2014 (updated 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (updated 2017)

Special Educational Needs (SEND) at Hillside:

Hillside Primary is an inclusive school, with a focus on a relational approach to behaviour and on developing positive social relationships. We aim to work positively and effectively with pupils, parents and other professionals to support pupils with a special educational need (SEND), to access and enjoy all aspects of school life

Aims

Our aim is to raise our aspirations and expectations for all pupils with SEND. This Policy focuses on the learning and progress of those children who have needs relating to:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and health,
- Sensory and/or physical Medical

We will:

- set out how our school will support and make provision for pupils with special educational needs (SEND.) Provide information about what support may look like in practice.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

- Provide information about how parents can raise a concern or worry related to SEND.

Objectives:

- To identify pupils with Special Educational Needs and disabilities at the earliest opportunity. To identify barriers to learning and ensure that their needs are met.
- To ensure that every child experiences success in their learning and achieves the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To work in partnership with parents
- To provide support and advice for all staff working with special educational needs pupils
- To work in partnership with the governing body to enable them to fulfil their statutory monitoring responsibilities.
- To ensure access to the curriculum for all pupils

A definition of SEND

A pupil has SEND if they have a learning difficulty or disability that 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

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.

Identifying Special Educational Needs

We recognise the four broad categories of need in the Code of Practice.

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health

- Sensory and Physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. A range of evidence is collected through the school's assessment and monitoring arrangements.

If this indicates that the child is not making expected progress, the SENDCO may be consulted to decide whether additional and/or different provision or further assessment is necessary.

The class teacher will have an early discussion with the pupil and their parents when identifying a potential SEND. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns and views.
- Everyone is clear on what the next steps are.

Other factors which may impact on progress and attainment are- disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium Grant, being a Looked After Child, being a child of a Serviceman/woman, but are not necessarily SEND.

If a class teacher has a concern relating to an area of need and the child is not making progress they can:

- Attend a weekly drop-in session with the SENDCo for an initial discussion.
- Complete a SEND referral form
- Identify and implement appropriate provision
- Seek advice from Special Education Services (Suffolk County Council) in the way of an Inclusion Services Meeting. This allows the class teacher to discuss a pupil's needs anonymously and obtain further advice and strategies which may support them.
- Monitor the pupils progress through cycles of Assess, Plan, Do, Review

Once a concern is raised the SENDCo will:

- Complete observations and standardised assessments if necessary
- Support the teacher to identify appropriate provision
- Monitor the pupils progress through cycles of Assess, Plan, Do, Review
- Make referrals to external agencies if required

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously. Frequently, the concern can be addressed by quality first teaching and some parental support. Although the school can identify special educational needs, and make provision

to meet those needs, the school cannot offer diagnoses. Other agencies can offer support in this regard, and the school can discuss this with parents on an individual basis.

Management of Pupils with SEND

- The class teacher is responsible and accountable for the progress of all pupils in their class.
- This will be reviewed half termly as part of an Assess, Plan, Do, Review Cycle.
- Support and training may be offered to the class teacher to improve their understanding of strategies to support specific pupils.
- Where progress does not improve despite planned provision a child may be placed on the school's SEND Register.
- The school, pupil and parents work together in setting appropriate targets and provision for the child.
- If a pupil is placed on the SEND register, support will be recorded on a SENDK passport on Provision Map. Referrals to outside agencies could be contacted for further guidance.
- Where the needs of the child are broader or more complex and/or a family may want to access specialist schooling a child may be put forward for an Education and Health Care Plan (EHCP).
- Refer to the schools offer on our website
- See ALT Waves model – Appendix 1

Criteria for Exiting the SEND Register

Where specific planned provision results in good progress and pupil is working within national expectations, they should be removed from the SEND Register and placed on our monitoring register where their progress will be monitored over the next two terms.

Supporting Pupils and Families

Refer to School's Offer in appendix 1 and website.

EHCP Learning plans and SENDK passports

The EHCP learning plans and SENDK passports is a planning, teaching and reviewing tool. It underpins the process of planning intervention for the individual pupil with SEND and the provision needed. Plans will include:

- Short term targets (EHCP Learning Plans only)
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success criteria

These plans may also include support for behavioural/ emotional needs linked to the child's SEND. EHCP learning plans will have short term targets, related to a pupils EHCP outcomes, these are reviewed half termly.

Pupil Involvement

Learning plans and passports is concerned with targets and support to help the pupil move forward with their learning. It is essential that pupils are actively involved in this process. This means pupils must know and understand their next steps and know what to do to achieve them, and who will help them achieve.

Parent Involvement

The involvement of parents in their children's learning is vital to success. Parents need to be informed when concerns arise. Staff need to ensure parents are fully aware of learning plans and planned provision and are consulted with regard to reviews. Parental views need to be actively sought and recorded.

Copies of learning plans, passports and one-page profiles and reviews must be made available for parent and are available through Edukey links or paper copies are available on request.

Adaptations to the curriculum and learning environment.

See Hillside waves model (appendix 3)

Monitoring and Evaluation of SEND

To ensure the quality of our SEND Provision, the school will conduct regular audits involving ALT, the SEND Governor and Headteacher. This will involve:

- Lesson observations
- Book scrutiny
- Data analysis
- Feedback from pupil progress meetings
- Feedback from parent/pupil views
- Monitoring staff training
- Data analysis of intervention programmes
- Termly SENDCO network meetings

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education

Some children will have their medical conditions recognised by their Education and Health Care (EHC) plan.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Training and Resources

The training needs of staff are identified through joint observations with other leaders, the School Development Plan, Performance Management Reviews and Individual Pupil Needs.

The SENDCO accesses CPD as required and attends Network Meetings.

We work closely with our Active Learning Trust SENDV Team who provide a consultative model and can support with training and development.

All teachers and support staff undertake induction on taking up a post.

The school has developed strong links with many outside agencies.

We work closely with the Educational Psychology Service and the Learning Improvement Service Advisors who provide a consultative model and can support with training.

Storing and Managing Information – Confidentiality

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head teacher or the SENDCO.

Confidential information regarding a pupil's SEN is kept on Provision Map.

Accessibility

See Accessibility Statement/Plan

Complaints

The Headteacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision for SEND. They should first request a meeting with SENDCO where the issues can be discussed, if necessary the Headteacher will be asked to join the meeting.

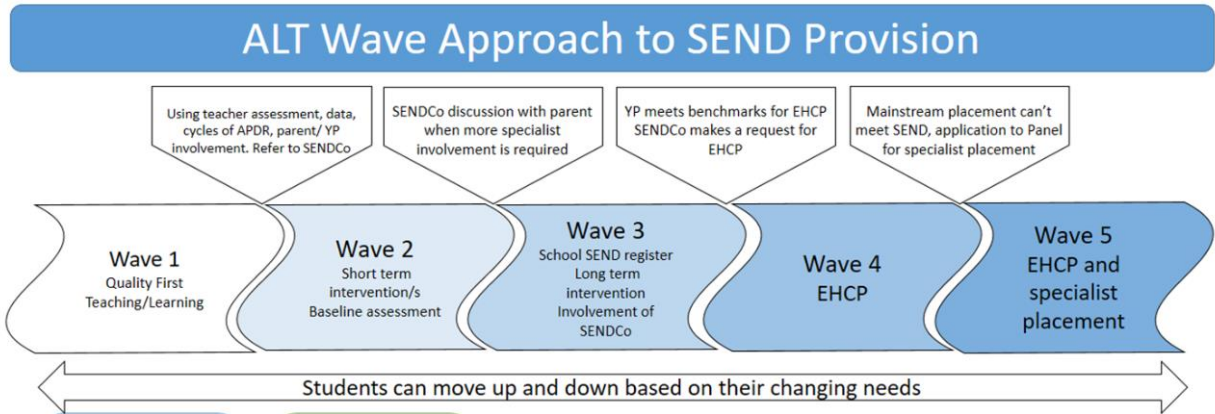
A copy of our complaint's procedure is available on the school website.

Date Policy Agreed - October 2025

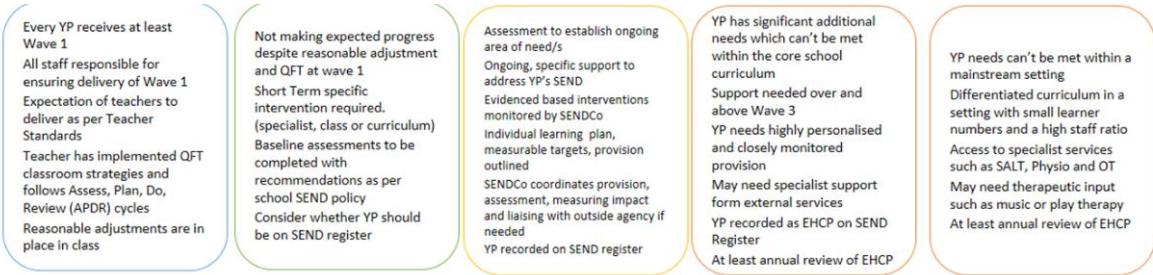
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Appendix 1



School approach



Trust Approach

Appendix 2

HILLSIDE PRIMARY
WAVES PROVISION SEPTEMBER 2025

	Communication and Interaction	Cognition and Learning	SEMH	Sensory and Physical
Wave 1	Simplified language. Modelling play. Targeted language tasks. TEACCH station. Visuals: timetables, lanyards, now/next, work schedules. Modelling talk Pre-teach vocab Widget Dual coding Objects of reference. Talk partners. Sentence stems Oracy strategies Sensory equipment – ear defenders, wobble cushion	Adapted learning tasks Dual coding Visuals Modelling Word banks Lines of expectation KS2 Sentence stems Connect Pre/post teaching. Scaffolding/writing frames Colour coding Check in Sym Writer Next step marking Fluency Reduced instructions, visuals to support instructions. Chunking of learning Repetition and overlearning. Daily catch up. Tablets Thinking time. Talk partners. Low threat tasks Manipulatives	Emotion check in zones. Therapeutic Thinking. Emotional check-ins. Brain breaks. Time out. Motivators Well-being check-in. Morning greeting. Restorative conversations. Adaptive PSHE. Fidget toys Ear defenders	Strategic seating Enlarged text. Coloured slide backgrounds. Coloured paper and overlays. Pencil grips, large pencils, writing slopes, adapted equipment. Wobble cushions Fiddle toys Ear defenders

HILLSIDE PRIMARY
WAVES PROVISION SEPTEMBER 2025

		Reduce overwhelming choice		
Wave 2	Wellcomm groups and 1:1 Speech and Language (SALT) groups Pre-teaching Targeted "fix it" SALT interventions. Individual visual timetables. ELSA SYM Writer Widget	Pre teach, post teach groups. Small group support. Phonics boosters Reading boosters TRUGS Precision Teaching Extra reading Read, Write Inc 1:1 tutoring Reading boosters Fluency group Colour coding Chunking of knowledge notes. Reduced text PIXL therapies. LSA support for consolidation.	ELSA Lego Therapy. Key pupil check-ins DESTY Mentoring Time out. Workstation De-escalation spaces. Individual check-ins. Brain buddies. Zones of Regulation	Gym trail Sensory circuits
Wave 3	NHS/Communicate SALT	1:1 targeted teaching Phonological Awareness intervention. Clicker Precision teaching.	ELSA Lego Therapy 4YP Inclusion Mentor.	OT HI support
Wave 4	Bubble Club Oasis			

