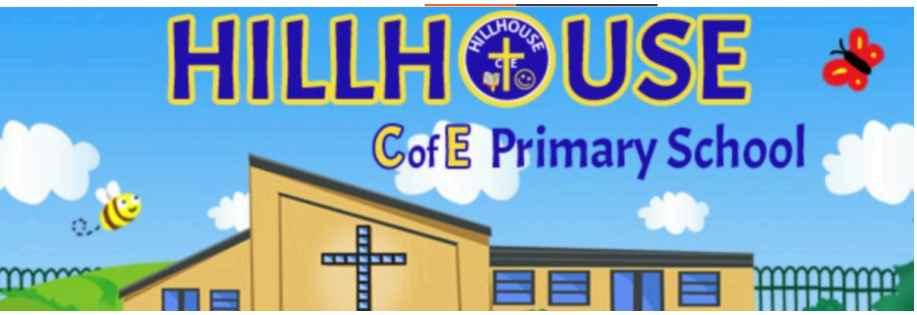
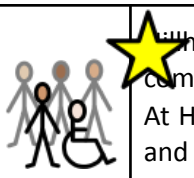


Hillhouse Primary School's Special Educational Needs Information Report
October 2026

The following information is updated at least annually and outlines the provision parents/carers can expect their child to receive at Hillhouse Primary School.

Our School	**Our vision :** I can do all things through Him who strengthens me. (Philippians 4:13) At *Hillhouse Church of England Primary School we provide an environment where everyone is safe, secure, challenged and supported to achieve their true potential within a Christian community*. We recognise as part of God's family we are all unique and beautiful and together we can achieve anything. **Supporting values** Perseverance, Hope, Courage, Responsibility and Compassion **Our Staff and Governors' Statement :** Hillhouse is an inclusive school. Inclusion means 'every child's individual needs are considered and met as far as we are able to'. Inclusion does not mean that every child is treated the same. We aim to ensure that all pupils, as far as possible, access the day-to-day curriculum, so that they feel successful as learners and make appropriate progress. In a minority of cases, to access learning, children will need a personalised curriculum.
Our SENDCO	Our Special Educational Needs and Disabilities Coordinator (SENDCO) is Mrs Rodrigues who can be contacted via the school office office@hillhouse.efspt.org or on 01992 715999. **The school governor with SEND responsibility is:** Mr Dan Bruton



Special Educational Needs

Hillhouse does not have a special unit however we have The Ocean room to support our SEND community.

At Hillhouse Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school.

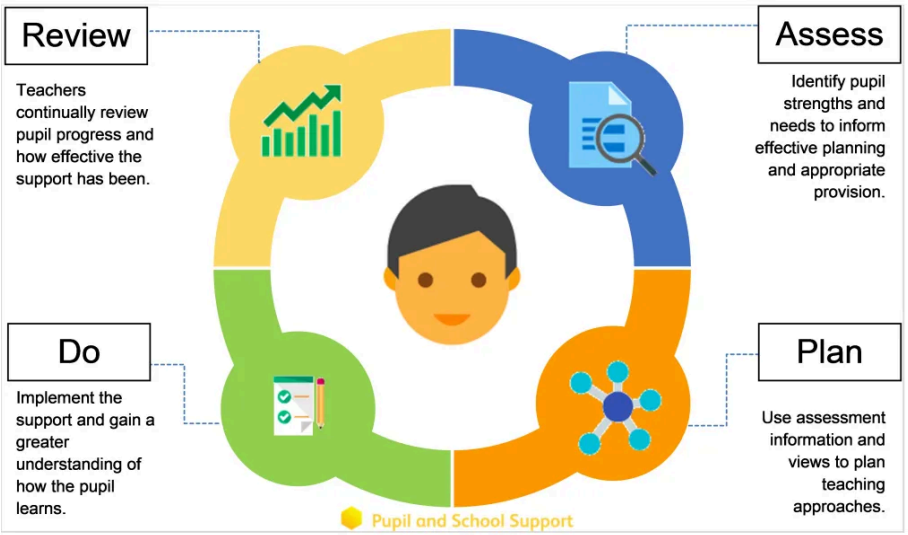
SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying children with SEND and Assessing Need

At Hillhouse Primary School we work closely as a team and if staff have a SEND concern about a child, they follow the Primary School SEND Flowchart' which may lead to discussing concerns with parents/carers. A child may then be placed on the SEND monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



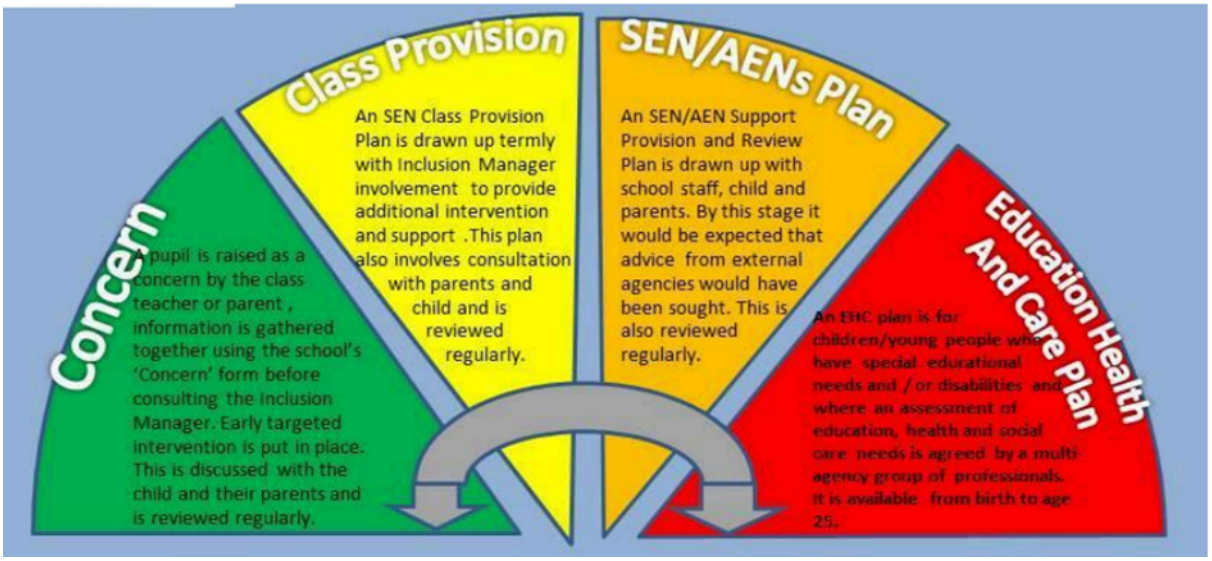
The following procedures are in place to identify children with special educational needs:

Step 1:

On entry assessment, then continuous assessment is undertaken by all teachers. Assessment data is entered into our data tracking software-Arbor. When pupils join Hillhouse other than September of their Reception year, assessments from their previous school are transferred to us and are incorporated into our data. Progress and attainment is monitored every half term by: Class Teachers, Assessment Subject Leader, SENCo, Phase Leaders, Subject Leaders and the Headteacher.

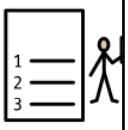
Step 2:

Teachers and Learning Support Assistants (LSAs) discuss concerns about individual pupils at any time with the SENCo. The class teacher provides high quality inclusive teaching following the 'Ordinarily Available' document which targets areas of weakness and this is discussed with parents/carers.

	Parent/carer concerns can be discussed with the class teacher at our Termly Learning Conferences or indeed at any mutually convenient time either before or after school by appointment. Meetings can be offered virtually, when appropriate. Parents/carers may also contact the SENCo directly. **Step 3:** After monitoring the child during a period of around 6-8 weeks and if the pupil's progress continues to be a concern, despite the child receiving targeted support for their area of weakness, along with the child's needs being 'different from and additional to their peers' and 'they have a significantly greater difficulty in learning than the majority of others of the same age' or they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, then the child is identified as requiring SEND support and will be placed on the SEND register for our school if their needs cannot be met through ordinarily available. Parents/carers will be invited to a meeting where we will share the targets your child is working on and the support they are receiving. At all times parental involvement is integral to the process and parents/carers will be asked to give their views and insights about their child when they are in their home environment. Some children being monitored who are working at below key stage standards will have small step targets set in lessons to allow them to achieve and begin to work independently. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. If necessary we may seek expert advice from: Educational Psychologist/Inclusion Partner, Specialist Teachers, Health Professionals and Speech and Language Therapists. Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom. **The Graduated Approach to Additional or Special Educational Needs**  Our SEN register is fluid and is reviewed regularly and changed when children's needs have changed.
 **Our Approach to Teaching Children with SEND**	Our approach to teaching pupils with SEND means 'every child's individual needs are considered and met as far as we are able to" We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Our staff, pupils and parents/carers have high expectations and "…develop their individual strengths, achieve their personal goals and challenges and realise their full potential as lifelong learners and responsible citizens in our global community." In order to achieve this we follow the Essex 'Ordinarily Available Framework'. The Ordinarily Available sets out a common set of expectations about the provision and practice that is expected in all Early Years settings, mainstream schools and Post 16 providers for children and young people with SEND. It is what a young person, parent/carer or family can expect to be "normally" or "ordinarily" available to their child without the need for involving specialist support.

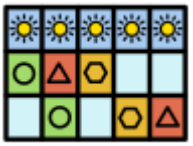
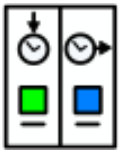
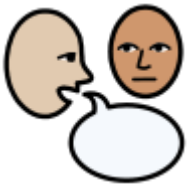
Ordinarily Available consists of two frameworks:
Ordinarily Available: Inclusive Teaching Framework – universal support - for all pupils – for classroom teachers, supported by the lead for teaching and learning and the SENCO.
Ordinarily Available Targeted Support – additional to and different from - for some pupils – for classroom teachers, pastoral and SEND teams.
The concept of Ordinarily Available is grounded in the SEND Code of Practice: (6.15)
Underlining the 'Ordinarily Available' is the high quality inclusive teaching and learning that is embedded throughout our classes in the school.

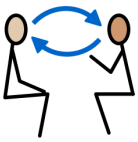
Teachers are reflective of their planning and teaching and are able to ensure that their individual practice is inclusive and meets the needs of all learners. They look at areas such as the learning environment; attention and listening; relationships and behaviour; motivation, recognition and feedback; Planning and teaching; language and understanding Maths along with task support/ scaffolds.
Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. Also, when appropriate, staff are deployed to give children additional interventions in small groups outside the classroom.



Curriculum adaptations

How adaptations are made to the curriculum and the learning environment of children and young people with SEND:
At Hillhouse, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. ***Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, each pupil is unique.***
We are able to make a variety of adaptations to ensure children can access the curriculum.

		
Visual timetables	Tasks boards	Targeted interventions
		
Assistive technology	Talk partners	Movement Breaks
		
TPP Approach	Word banks	Positive verbal feedback
		
Ear defenders and other	Timers	Explicit instructions

	<table><tr><td>regulation aids.</td><td></td><td></td></tr></table> We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We seek advice and equipment from outside agencies as and when the need arises. This may include accessing counselling and wellbeing support where appropriate. We provide lunch time play leaders for vulnerable pupils who would find a whole hour on the playground challenging or who find the busy dining hall overwhelming. Wheelchair access is available from the playground and the main entrance. We have a disabled toilet and sink and there is a disabled toilet situated in the corridor close to the large hall. It is possible for wheelchairs to access the whole of the building. High visibility handrails are placed by steps, both inside and outside the building. The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained. Children who need specific speech and language programmes, fine and gross motor programmes, and literacy and maths interventions are supported by trained Learning Support Assistants (LSAs).
 **Parent Consultations**	**Our arrangements for consulting parents/carer of children with SEND and involving them in their child's education:** At Hillhouse we believe that an effective partnership with parents/carers plays a key role in promoting a culture of co-operation between home and school. Parents/carers know their own child and hold key information and have a critical role to play in their child's education. They have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting their child's development both in school and at home. Parents/carers of children who have an Education, Health and Care Plan, a One Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. If there are any agencies and professionals involved with the child they are also invited to these meetings together with the pupil, class teacher and SENCO (if required). A copy of this will always be sent home following the meetings.
Child  **Consultations**	**Our arrangements for consulting young people with SEND and involving them in their education:** Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school**.** The degree of participation is reflected by a child's evolving maturity and all children are given the opportunity to make choices and understand that their views matter. Children with special educational needs are encouraged to: ● play an active part in assessment and developing agreed outcomes ● develop independence ● understand the aims of an intervention and their contribution to it ● be consulted about any individual support provided ● have their views sought and recorded in all reviews ● attend review meetings Children are involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.
 **Evaluating Provision**	**Evaluating the effectiveness of our provision:** Pupil's progress is measured termly and statutory assessments take place at the end of EYFS, and KS2. Phonics assessment takes place at the end of Y1 and again in Y2 if the child did not meet the standard. teacher assessment and Testbase tests are recorded at the end of each academic year. The effectiveness of interventions is monitored by measuring progress from baseline assessment, which is completed at the start of the intervention and the end of intervention assessment. Both formative assessments, which are teacher assessments based on observing and talking to the child about their learning and summative assessments, which are test based and give a score or rating according to performance, are used. Children do not continue with an intervention if it is proving to be ineffectual. We use The DFE's EYFS Send monitoring sheets in EYFS to ascertain progress that is not yet

	recordable on standard assessments and our Earwig programme is used throughout the school for our children who are not assessed through testbase. Parental and pupils' views are sought via questionnaires and at review meetings. Parents/carers are encouraged to give their assessments on what they have observed at home. All assessments and progress towards outcomes are discussed at the One Planning meetings. As a result of assessments, all parties will agree on the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child are made aware of their needs, the support provided and any teaching strategies or approaches that are required. Children's progress is also reviewed in Senior Leadership Meetings (SLT) progress of children with SEND is analysed against national comparison data and discussions are had about next steps. Children are discussed in pupil progress meetings termly. Teachers will often discuss and share ideas in staff meetings to ensure up to date research and policy is in place. There are also termly reviews for children who are on Education Health and Care Plans, One Plans and those requiring specialist support.
 Staff Training	**The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured:** Our SENCO holds the National Award for Special Educational Needs Coordination. She regularly attends training and briefings in addition to this in order to keep up-to-date with current local and national initiatives. At Hillhouse CE Primary School we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training would be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. Requests for specialist expertise can be made by parents/carer and can be accessed via the SENDCO or by a health professional. All specialist expertise can only be arranged with parental permission using the Essex agreed formats. Teachers, Learning Support Assistants and Midday Assistant's training needs are met through in house and external training, organised by the Headteacher and SENDCo as required. LSAs are deployed on a need's basis. When staff go on a course, they have an opportunity to disseminate to relevant staff.
 **Transition support**	**Our arrangements for supporting children and young people in the transition between phases of education and in preparing for adulthood:** **Nursery to Reception:** We make contact with pre-schools as part of our transition to school. We hold a parent/carer meeting in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher. The SENDCO and class teacher attend preschool meetings with parents/carer in the summer term along with any observations of the child in their current placement, if appropriate. In addition, we hold two 'taster' sessions in the second half of the summer term in preparation for the child's September start as well as home visits in the September. **End of Year transition:** When children move up a year, we provide letters to parents informing them of their child's new teacher and classroom. This information, along with a photos of the new teacher and support staff

	and classroom environment are sent out to parents. We hold a morning transition session during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. For some children we also create a transition booklet which notes things that are staying the same and things that are changing for the following year. There are photos of the classroom environment and photos of any new teachers or adults that will be working with them. They can then take the booklet home and look at it over the summer holidays. Class teachers meet with each other during the summer term to discuss the needs of the children and share any One plans, One page profiles and emotional regulation plans, the SENCO is also on hand to support transition discussions with class teachers. **Secondary Transition:** We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Once a child's secondary place is known, staff from the receiving school are invited to attend our One Planning/ Annual Review meeting with parents/carers and pupils. On transition to secondary school, pupils with SEND are usually offered additional visits, with school staff if appropriate. The SENCOs of both schools liaise and handover relevant paperwork. For some children we also have a transition intervention where they create their own transition book about their new secondary school and discuss as a group "What if…?" scenarios. **Mainstream School to Specialist School Provision:** For some children we also support them through the transition from mainstream school to a specialist provision school. We liaise closely with the specialist school and often they will send a member of their staff to observe the provision in place for the child and they will talk to the class teacher, LSAs and SENCO about the child's needs. Also, if the specialist school allows it, we arrange a couple of mornings or afternoons when the child, along with their 1:1 LSA, attend sessions at their new school so that they become familiar with their new learning environment.
 **Wellbeing**	**Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying:** All pupils are supported by the school's Anti-bullying and Behaviour policy, details of which can be found on the school website. We provide a safe and supportive environment built around the TPP approach, in which children have access to a range of teaching and learning strategies to suit their needs. Staff are good at observing any changes in children's emotional and social development and interventions are put in place to support children. This may be in many forms, e.g. well-being lodge, ELSA sessions, working as a play leader. We promote independence and resilience as a learner, without over-reliance on adult support. Children are encouraged to communicate their needs appropriately throughout the school. We encourage parents/carers to work in partnership with school, to maintain close links to help support their child throughout their learning and social and emotional development - for example, through attending meetings and talking to class teachers as and when necessary. Also, we encourage parents/carers to maintain close communication links with the class teacher, LSAs, SENCO and Head Teacher as appropriate. Teachers are available by appointment to discuss any issues. We welcome the involvement of parents/carers in their child's education by supporting at home, using remote learning facilities such as Google Classroom, Times Tables Rock Stars and with specific events or trips.

 **Outside Agencies**	**How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families:** We work with the following agencies, specialists and medical professionals to provide support for children with SEND: • Specialists in other schools e.g. teaching schools, special schools • Special Educational Needs Support Service – Inclusion partner • Educational Psychologist Service • Speech and Language Therapists • Hearing Impairment team • Visual Impairment team • Physical and Disability Support Service • Autism and Sensory Support • Autism Outreach Team • Educational Welfare Officers • Social Care input is also available where needed. • Child & Adolescent Mental Health Service • ESSET Outreach Support There is no guarantee that the local authority will be in a position to provide this on request but the school does everything within its power to access support. We have limited access to an Educational Psychologist who may make observations, provide reports and recommendations and meet with parents/carers as appropriate. All of the above are always invited to attend One Planning meetings and Annual Review meetings if their input has been sought. We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.
 **Clubs and Trips**	**How children with SEND are enabled to have access to facilities and extra-curricular activities available to all children in the school:** All pupils are actively encouraged to participate in all aspects of school life, both on and off site; this includes being encouraged to take part in sports day, school competitions, school assemblies and performances, school visits, the year 6 annual residential trip and many other activities. All children are encouraged to apply for roles of responsibility in school e.g. School counsellor, well-being ambassador, religious council or a sports leader. We welcome parent/carer/ relative involvement in all activities which will further support inclusion for all. Appropriate adaptations have been made to accommodate individual needs to enable them to participate in all aspects of school life. Training, when appropriate, is arranged for members of staff, so that children are able to access extra-curricular activities. Children are not excluded from activities on the basis of their SEND but we recognise that some activities can cause some children to be dysregulated and overwhelmed.
 **Additional Information**	**Additional information:** Special Needs pupils who are entitled to the Pupil Premium Grant will receive support as appropriate and this is detailed on the school website. The SEND budget is used to partly fund the deployment of LSAs, equipment and resources. It also covers the cost of training for LSAs and teachers. The Governing Body has a contingent of Parent Governors, they also have an assigned school governor with SEND responsibility, who is Mr Bruton. The Governing Body as a whole regularly seeks views of parents/carers and pupils through school surveys and through conversations and discussions.
Complaints	**Arrangements for handling complaints from parents/carer of children with SEND about the**

	provision made at the school: The school has a thorough complaints policy which can be found on our school website.
 **Outside Support**	Parents/carer can be supported by **Family Solutions**, if appropriate, which is an Essex County Council service working together with a range of other agencies and organisations including district councils, Job Centre Plus, police, housing providers and charities. Family solutions will arrange home visits to help identify how to achieve best solutions for families. Arrange meetings for all agencies to meet together to ensure the best provision is being made for families. Their contact details are: **West Essex Family Solutions** **Phone (Essex Family Solutions / Children's Line): 0345 603 7627** **West Essex Child and Family Wellbeing Service Phone: 0300 247 0122** **West Essex Hub Address (Treehouse Family Hub): Parnall Road, Harlow, Essex, CM18 7NG** **Essex SEND IASS** provides free, confidential and impartial information, advice and support about Special Educational Needs and Disability (SEND) for children and young people (0-25), parents and carers. They can be contacted on: 01245 204338. https://www.essexsendiass.co.uk/ Other agencies who may advise us are: **SNAP** - www.snapcharity.org - 01277 211300 **FACE** - Families Acting for Change Essex https://www.councilfordisabledchildren.org.uk Local GP surgery Local Library Parent Partnership - 01245 436036 Parentpartnership@essex.gov.ukts for the GB. Essex Local Offer which can be found at https://send.essex.gov.uk/