



School's Information Report

(Reviewed March 2025)

At Hillmead Primary School, we believe that every child deserves the opportunity to reach their full potential. We are committed to supporting children with Special Educational Needs and/or Disabilities (SEND) by providing a nurturing, inclusive environment where all pupils can thrive.

Our approach follows the Children and Families Act 2014 and the SEND Code of Practice (2015), ensuring that we meet our statutory duties and provide high-quality provision for children with additional needs.

1. Identifying Special Educational Needs

We recognise that children may need extra help for a variety of reasons. A child may have a SEND if they have a learning difficulty or disability that requires special educational provision beyond what is typically provided in a mainstream classroom.

We support children with needs in the following four broad areas, as defined in the SEND Code of Practice:

- Cognition & Learning – difficulties with acquiring basic skills in reading, writing, and maths (e.g., dyslexia, dyscalculia, global learning delay).
- Communication & Interaction – challenges with speech, language, or social communication (e.g., speech delay, autism spectrum disorder).
- Social, Emotional & Mental Health (SEMH) – difficulties with emotional regulation, anxiety, behaviour, or attention (e.g., ADHD, attachment difficulties).
- Sensory & Physical Needs – disabilities affecting movement, coordination, or sensory processing (e.g., visual impairment, hearing impairment, dyspraxia).

How do we identify if a child needs extra support?

We use a graduated approach, based on the **Assess, Plan, Do, Review** cycle:

1. Assess – Regular teacher assessments track progress. Concerns may be raised by staff, parents, or external professionals.
2. Plan – If additional support is needed, we create an individualised plan.
3. Do – Extra interventions or adaptations are put in place.
4. Review – Progress is monitored, and support is adjusted as necessary.

If parents have concerns, they should speak to the class teacher first. The SENCO (Special Educational Needs Coordinator) may then carry out further assessments or refer to external professionals.



2. Supporting Children with SEND

The class teacher has primary responsibility for all pupils, including those with SEND.

However, additional support may be provided in different ways, including:

- Quality First Teaching (QFT) involves high-quality, inclusive classroom teaching that is carefully planned and differentiated to meet the diverse needs of all learners, including those with SEND. In practice, this means:
 - lessons are structured to provide clear explanations, scaffolded learning, and opportunities for repetition and reinforcement to support understanding.
 - teachers use a range of strategies such as visual aids, concrete resources, chunking information, and multisensory approaches to ensure accessibility for all pupils.
 - the learning environment is adapted with considerations such as quiet working spaces, clear routines, and access to assistive technology where necessary.
 - regular assessments and flexible groupings allow for targeted support, ensuring that all pupils can engage with and succeed in their learning.
- Targeted support – Additional strategies such as visual timetables, sensory breaks, or structured routines.
- Interventions – Small-group or one-to-one support sessions focusing on literacy, numeracy, social skills, or emotional well-being.
- External professionals – Involvement of Speech & Language Therapists, Educational Psychologists, Behaviour Specialists.

Support plans are reviewed termly, and parents are involved in all decision-making.

3. Monitoring Progress and Communicating with Parents

We believe that strong communication between school and home is essential. Parents will be kept informed through:

- Parent-teacher meetings to discuss progress twice per year
- Annual school reports detailing attainment and achievements.
- Additional meetings with the SENCO, if required.
- Pupil Passports or Individual Education Plans (IEPs), which outline specific targets and strategies.
- TAF (Team Around the Family) meetings, if multiple professionals are involved.

Parents can also request a one-to-one meeting with the SENCO at any time.



4. The Curriculum and Learning Adaptations

Our curriculum is designed to be inclusive, ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access a broad and balanced education. We aim to build on what children already know, preparing them for future learning through rich and stimulating experiences. Our approach involves well-planned, purposeful activities with appropriate, timely interventions by practitioners to engage children in the learning process. We are committed to fostering an environment where all children feel included, valued, and secure, working collaboratively with parents and carers to complement and develop each child's learning journey.

At Hillmead, we ensure that children with SEND can access a broad and balanced curriculum through:

- Differentiated lessons, allowing children to learn at their own pace. This may include
 - the use of visual aids, word banks, and scaffolding to support understanding, as well as hands-on activities and practical resources such as manipulatives in maths.
 - teachers may adapt tasks by simplifying language, breaking down instructions into smaller steps, or providing sentence starters and writing frames to support literacy.
 - some children may benefit from additional adult support, peer collaboration, or the use of assistive technology to aid learning.
 - differentiation also involves offering varied ways for children to demonstrate their understanding, such as through verbal responses, drawings, or practical demonstrations, ensuring that all pupils can engage with the curriculum in a way that best suits their learning needs.
- Visual aids, scaffolding, and assistive technology, such as coloured overlays or speech-to-text tools.
- Sensory breaks and movement activities for children with attention difficulties.
- Alternative recording methods, including mind maps, verbal presentations, or the use of ICT.
- Personalised learning plans to support children working below their year group expectations.

Where needed, children may also receive individualised or small-group teaching outside the classroom.

5. Emotional Well-being and Pastoral Support

We understand that emotional and social development is just as important as academic progress. To support this, we offer:

- A strong PSHE (Personal, Social & Health Education) curriculum, covering resilience, friendships, and emotional well-being.
- We can refer to a Family Support Worker through the organisation Aspects, who will provide guidance to children and parents.



- Small-group interventions, such as Lego Therapy or Social Stories, to support communication and interaction.
 - Mental health support, including referrals to CAMHS (Child & Adolescent Mental Health Services), the school counsellor or external Play Therapists if necessary.
 - An inclusive behaviour policy, ensuring a safe and supportive learning environment.
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6. Staff Training and Specialist Expertise

Our staff receive regular SEND training to ensure they can meet the diverse needs of our pupils. Recent training has included:

- Autism Education Standards and strategies for supporting children on the spectrum.
 - Dyslexia-friendly classrooms and multi-sensory phonics teaching.
 - Emotion Coaching and de-escalation techniques for supporting SEMH needs.
 - Working with external professionals, such as Speech & Language Therapists and Occupational Therapists.
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7. Transition Support

At Hillmead Primary School, we recognize that transitions between educational settings can be challenging for children with Special Educational Needs and Disabilities (SEND).

To support these transitions:

- We provide extra visits and visual transition booklets for children joining Reception, enhancing their familiarity and confidence with the new environment.
- For students moving to secondary education, we arrange enhanced transition support, including additional visits and meetings with key workers, to ensure a smooth progression.
- We ensure that all relevant SEND records are transferred promptly to the new school to maintain continuity of support.
- When necessary, we create an Individual Transition Plan with input from parents, teachers, and external agencies, tailoring the process to each child's unique needs.

Our comprehensive transition program includes:

- home visits
 - 'Stay and Play' sessions
 - a phased entry into school
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8. Accessibility and Inclusion

Hillmead Primary School is committed to ensuring accessibility for all pupils.

We have:

- Step-free access to key areas of the school
- Accessible toilet facilities
- Modified resources, such as enlarged print for children with sensory impairments



All school trips and extracurricular activities at Hillmead Primary School are fully inclusive, ensuring that every child, including those with SEND, can participate alongside their peers.

Where necessary, reasonable adjustments are made to accommodate individual needs, such as:

- providing additional adult support
- modifying activities
- ensuring accessibility to venues.

For children who may require extra support, the school carries out individual risk assessments to identify any potential challenges and put appropriate measures in place. We work closely with parents and carers, meeting with them in advance to discuss any specific requirements and ensure their child has the same opportunities as their classmates. Our commitment to inclusivity means that all children can benefit from the enriching experiences that school trips and extracurricular activities provide, fostering their social, emotional, and educational development.

9. Funding for SEND Support

Funding for SEND provision comes from:

- The school's delegated budget, used for in-class support and interventions.
- Additional funding, such as Local High Needs Funding (LHNF), applied for in exceptional cases.
- EHCP (Education, Health & Care Plan) funding, where appropriate.

Resources are allocated based on individual needs and are regularly reviewed to ensure effective use.

10. Complaints and Further Information

If parents have concerns about their child's SEND provision, they should:

1. Speak to the class teacher first.
2. If unresolved, arrange a meeting with the SENCO.
3. If further action is needed, contact the Headteacher or SEND Governor.
4. As a final step, parents can follow the formal complaints procedure, available on our website.

Further Support:

Parents can access Hertfordshire's Local Offer for SEND services and resources:

 [Hertfordshire Local Offer](#)

For impartial advice, parents can contact Hertfordshire SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).

This report is reviewed annually to ensure we continue to meet the needs of all our pupils. If you have any questions, please contact the SENCO at Hillmead Primary School.

