



Hillside Primary School

SEN Information Report

Hillside Primary School is part of the Greenshaw Learning Trust.

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Hillside Primary School

SEN Information Report

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Laura Manchester (SENDCo) & Katie Whittaker (Assistant Headteacher and SENDCo)

This report was reviewed and updated on: 27th January 2026

This report was approved on: 27th January 2026

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: Headteacher (Rebekah Millward)*

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Laura Manchester or Katie Whittaker in the first instance. Please contact them on sendco@hillsideprimaryglos.co.uk

SEN Information Report

1. School Context

Hillside Primary School is a committed, inclusive community that operates through a transparent partnership with children and their families. We have adopted a proactive 'needs-led' philosophy, ensuring every child is entitled to the right support at the right time. We recognise that early, accurate identification is the cornerstone of effective intervention and is vital in securing the best possible outcomes for our pupils.

Our provision is structured around the four broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Physical and Sensory

Every child's journey follows our Graduated Approach, rooted firmly in a high-quality Universal Offer (Quality First Teaching).

Meeting Our Specific School Needs

Currently, our primary area of focus is Cognition and Learning, which represents 45% of our SEND population. A significant proportion of these pupils present with Moderate Learning Difficulties (MLD). In response, we have invested heavily in whole-school pedagogical strategies designed to scaffold learning, ensuring these pupils can thrive within the mainstream classroom.

As 33% of our pupils with SEND present with Communication and Interaction needs, we ensure a "communication-friendly" environment across the entire school. All classrooms are consistent in their approach, utilising integrated visuals to support not only Speech and Language requirements but also to provide clarity for daily learning tasks.

Furthermore, with 22% of our SEND community requiring support for Social, Emotional and Mental Health (SEMH), we have established the 'Bridge Provision.' This dedicated space aligns with our Thrive approach, offering a sanctuary for pupils who may not be 'classroom-ready' due to regulation challenges.

While academic progress remains a priority, the Bridge Provision allows for a specialised, therapeutic delivery of the curriculum focused on emotional stability. Admission to this provision is a rigorous process, determined through professional consultations involving the Senior Leadership Team and the Head Teacher.

Hillside School also has an Enrichment Provision onsite for pupils with Communication and Interaction and Moderate Learning needs. This provision is commissioned by the Milestone School. Admissions to the resource provision are separate from the main school.

2. Whole-school approach to inclusive mainstream offer

At Hillside Primary School, we believe that inclusion is a collective responsibility. Our "Ordinarily Available" provision is built on the principle that "what is necessary for some is good for all."

a. A calm and focused environment

We recognise that the physical environment can either hinder or help a child's ability to focus. To mitigate sensory overload, we have implemented a sensory aware environment including:

- **Neutral Learning Spaces:** We use hessian backing on all display boards to reduce visual "noise." By opting for neutral tones, we create a calm atmosphere that prioritises the display of current learning over distracting decoration.
- **Visual Accessibility:** All PowerPoint slides are presented on non-white backgrounds. For individual tasks, visual overlays and tinted reading rulers are readily available to reduce glare and visual stress.
- **Sensory & Movement Support:** Classrooms are equipped with attention tools, movement aids, and standing desks. Pupils can access movement/sensory breaks if required to regulate their sensory systems.

b. The 'I Do, We Do, You Do' Approach

To ensure that new concepts are accessible and to reduce learner anxiety, all staff utilise a consistent explicit instruction model:

- **I DO (Modelling):** The teacher clearly demonstrates the skill or concept, "thinking out loud" to reveal the thought processes behind the task.
- **WE DO (Guided Practice):** The teacher and pupils work through examples together. This stage allows for immediate feedback and ensures pupils feel supported before working independently.
- **YOU DO (Independent Application):** Pupils apply the skill on their own, using the scaffolds (like Colourful Semantics or Widgit prompts) developed in the previous stages.

c. Communication and Interaction

With 33% of our SEND cohort presenting with Communication and Interaction needs, we prioritise visual clarity:

- **Consistent Visual Support Systems:** We use Widgit symbols throughout the school to provide consistent visual language, supporting vocabulary and independent navigation.
- **Whole class and Individual Timetables:** We provide individual timetables for pupils who require a personalised breakdown of their day to reduce anxiety and support transitions.

d. Pupil Passports

All pupils on the SEND register and at the monitoring stage have a bespoke Pupil Passport. This serves as a "quick-start guide" for any staff member working with the child, outlining:

- Individual strengths, interests, and reasonable adjustments.
- Specific tools required (e.g., individual Widgit timetable, standing desk, or specific overlay colours).
- Effective communication and regulation strategies unique to that child.

3. Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

At Hillside Primary School, we believe that early and accurate identification is essential to ensuring that every child receives the right support at the right time. Our identification process is rigorous and multi-faceted, focusing on removing barriers to learning as soon as they arise.

a. Robust Tracking and Quality First Teaching

Our identification process begins in the classroom. Class teachers make regular, formal assessments of progress for all pupils. Through this continuous monitoring, we identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap, despite targeted classroom support.

b. Needs Checker

At Hillside, we believe that accurate identification is the foundation of effective support. Our process is designed to be thorough and responsive:

- Observations: A vital part of our identification process involves high-quality, purposeful observations by class teachers and the SEND team. These observations provide the essential evidence needed to complete our 'Needs Checker' tool.

- **Holistic Profiling:** The Needs Checker is a comprehensive diagnostic form that categorises a pupil's difficulties into the four broad areas of need. By breaking these areas down into "small-step" descriptors, we can pinpoint not only the primary area of need but also any secondary or overlapping needs that may be affecting the pupil's learning.
- **Targeted Planning:** This robust system ensures that we move beyond "ordinarily available" support. Instead, every subsequent Assess, Plan, Do, Review (APDR) cycle is built on a precise understanding of the pupil's profile, ensuring that interventions are perfectly matched to their individual requirements.

C. A Multi-Dimensional View of Need

When a pupil's progress triggers a concern, we look beyond the data to understand the "whole child." This includes:

- **Diagnostic Evidence:** We gather a "body of evidence" which may include internal standardised assessments, reading age tests, or sensory profile audits.
- **The Four Areas of Need:** We categorise barriers within the four broad areas (Cognition & Learning, Communication & Interaction, SEMH, and Physical/Sensory) to ensure the intervention matches the root cause of the struggle.
- **Expert Consultation:** For complex profiles, we collaborate with our Educational Psychologist to refine our understanding of a pupil's cognitive profile.

d. Collaborative Identification

We recognise that a child may present differently at home than they do in school. Therefore, we ensure:

- **Parental Partnership:** If you have concerns about your child's development, we listen. Parental insights are a critical component of our initial assessment process.
- **The Voice of the Child:** We speak with the pupil to understand their perspective. This ensures that any identified needs and the subsequent Pupil Passport adjustments are meaningful to the child.
- **Transition to school** is carefully planned to give time for observations and assessments of children as they join the school. Where there are any concerns regarding a pupil's development against developmental milestones, the school will speak with the parent to identify next steps. As part of our commitment to early identification, all Early Years pupils are screened using WellComm, a specialist Speech and Language toolkit, ensuring that any communication barriers are identified and supported at the earliest opportunity.

4. Our approach to teaching pupils with SEN within the classroom

At Hillside, we hold the highest ambitions for all our learners. Class teachers are responsible and accountable for the progress and development of every pupil in their class. To ensure our SEND pupils thrive, we lead with high-quality teaching strategies that serve as the foundation of our mainstream offer:

- **Explicit Modelling:** Using our 'I Do, We Do, You Do' approach to make learning visible and reduce anxiety.

- Cognitive Chunking: Breaking complex information into smaller, manageable 'chunks' to prevent cognitive overload.
- Instructional Clarity: Repeating instructions clearly and using Widgit symbols to reinforce verbal directions.
- Checking for Understanding: Using responsive questioning to identify and stabilise 'fragile learning' immediately.

Adaptive Teaching and Targeted Support

We recognise that some pupils require a different "rhythm" to their learning to ensure deep understanding. We adapt our delivery through:

- Pre-Teaching Opportunities: For pupils working significantly below their peers, we provide "pre-teach" sessions. These sessions introduce key vocabulary and concepts, allowing pupils to enter the classroom with increased confidence and a "head start" on the learning.
- Adjusted Pacing: We are not driven by "covering" the curriculum at speed, but by ensuring mastery. Teachers adapt the pace of learning, allowing for "thinking time" and "over-learning" opportunities where concepts are revisited frequently to secure them in the long-term memory.
- Small Group Learning: Where appropriate, learning is facilitated in small, adult-led groups. This allows for high-intensity feedback, more frequent check-ins, and the ability to pivot the lesson based on the immediate needs of those specific learners.

The Pupil Passport

Every teacher is made aware of a pupil's unique profile through their Pupil Passport. This document is a vital tool that:

- Identifies the pupil's individual strengths and barriers.
- Guides teachers on which evidence-informed strategies to prioritise
- Outlines the specific reasonable adjustments (such as standing desks, visual overlays, or movement aids) required for full access.

Continuous Professional Development (CPD)

Our team receives regular professional development on strategies that are highly beneficial for neurodivergent learners, with a particular focus on:

- Working Memory: Training on how to support pupils who struggle to retain multi-step instructions.
- Sensory Regulation: Understanding how to use attention tools and sensory circuits effectively.
- Adaptive Teaching: Mastering the use of Colourful Semantics to bridge gaps in literacy.

Collaborative Reviews

A Pupil Passport is a "living document" reviewed regularly by the class teacher in partnership with the pupil. Passports are shared with parents and carers, who are invited to meet with staff to discuss and refine the support provided. This ensures that the "Family Voice" consistently shapes our classroom practice.

5. Adaptations to the curriculum for pupils with SEN

At Hillside, we believe that high expectations should be accessible to all. We do not "lower the bar" for pupils with SEND; instead, we provide the specific adaptations required for every child to reach it. Our approach is defined by:

Flexible Grouping and Inclusive Modelling

We prioritise flexible grouping for the majority of the school day. We move away from fixed "ability" sets, instead grouping pupils dynamically based on the specific concept being taught. This ensures that all pupils are immersed in a high-challenge, high-support environment where they can benefit from peer modelling and expert teacher instruction.

Removing Barriers to Achievement

When planning across the curriculum, teachers proactively identify potential hurdles and design the adjustments required to bypass them. Where appropriate, we focus on adapting the *method*, not the *objective*. For example:

- **Fine Motor & Physical Adaptations:** In Art, if a pupil is working on portraiture but faces challenges with fine motor skills, they may use a light board for tracing. This allows the pupil to achieve the aesthetic outcome and explore composition without being hindered by physical grip difficulties.
- **Reducing Literacy Demands:** In subjects such as History or Science, we ensure that a pupil's subject knowledge is not limited by their writing ability. To remove this barrier, pupils may utilise a scribe, laptop, or speech-to-text software to demonstrate their understanding.
- **Cognitive Streamlining:** For pupils with working memory difficulties, we may "streamline" the lesson content. By focusing on over-learning a targeted amount of high-impact information, we ensure the learning is secure and move it into the long-term memory, rather than overwhelming the pupil with excessive data.

6. Targeted interventions

At Hillside, we offer a range of evidence-informed interventions designed to provide "catch-up" support and close the attainment gap. These are delivered by our specialised Intervention Teaching Partners who work in close collaboration with the SEND Team.

Our Intervention Offer

We categorise our targeted support into the four broad areas of need to ensure every pupil receives the right support for their specific profile:

Communication and Interaction

- **Bespoke Social Skills Intervention:** In collaboration with our **Educational Psychologist**, we have developed tailored social skills programs. These are not "off-the-shelf" packages; they are uniquely created to meet the specific needs of current cohorts, focusing on area such as peer-to-peer interaction, conflict resolution, and social cues.
- **Speech and Language Pathways:** Tailored support for expressive and receptive language acquisition, as well as speech sound development.
- **WellComm:** Targeted early intervention specifically designed to address communication difficulties in the Early Years.
- **Language for Thinking:** Structured support to develop a child's ability to understand abstract language and verbal reasoning.

Cognition and Learning

- **Freshstart:** An intensive program for pupils who require further support to master phonological skills for blending and segmenting.
- **Read, Write, Inc. Fast Track Tutoring:** Daily, 10-minute high-impact sessions to accelerate phonic progress.
- **Precision Teaching (Reading, Spelling, and Maths):** A bespoke, evidence-based daily intervention focusing on fluency and the automaticity of foundational skills.
- **Number Sense:** Daily sessions dedicated to building fluency with number facts.

Social, Emotional, and Mental Health (SEMH)

- **Thrive Approach:** Available in both group and 1-to-1 sessions, tailored to a child's social and emotional developmental stage rather than their chronological age.
- **Drawing and Talking:** A therapeutic intervention allowing pupils to process their internal world through creative expression.

Physical and Sensory

- **Handwriting and Fine Motor Interventions:** Targeted sessions to develop dexterity and letter formation.

Identification and Assessment

We use a robust suite of diagnostic tools to ensure the right pupils are matched to the right intervention. These include:

- Salford Reading Programme, PhAB (Phonological Assessment Battery), and Read Write Inc. assessments.
- Ready to Progress criteria for Mathematics.
- Movement and Battery Tests (MABC) for physical coordination.
- WellComm screenings for speech and language.

Ensuring Impact: Generalisation and Review

We believe that intervention is only successful if the skills learned are applied back in the classroom.

- **Generalisation via Pupil Cards:** In Key Stage 2, key information and strategies from interventions are recorded on a pupil card that travels with the child. This ensures the class teacher can support the pupil in transferring new knowledge.
- **Rigorous Monitoring:** Interventions are reviewed half-termly. Data is used to inform target setting for My Plans and to ensure that the support remains effective.
- **Professional Quality Assurance:** Our Intervention Teaching Partners receive ongoing training and regular quality assurance checks from the SEND Team to maintain the highest standards of delivery.

7. Specialist interventions

At Hillside, we recognise that meeting the needs of pupils with complex profiles requires a coordinated, multi-agency approach. We work in close partnership with a wide range of external specialists to ensure that our provision is both expert-led and clinically informed.

External agencies support us in the strategic planning and delivery of highly specialised interventions. This collaborative network includes:

- **Educational Psychology Service:** Our Educational Psychologists (EPs) are central to our specialist offer. They work alongside the SEND team to conduct detailed assessments, co-create bespoke programs/interventions, and provide staff with the psychological insights needed to support complex cognitive or emotional profiles.
- **Advisory Teaching Service:** We work closely with specialist advisory teachers (such as those for Visual Impairment, Hearing Impairment, or Communication and Interaction) to ensure our classroom environments and curriculum delivery are perfectly tuned to specific needs.
- **Specialist Speech and Language Therapy (SALT):** Providing direct therapy and strategic advice for pupils with communication barriers.
- **Occupational Therapy (OT):** Supporting the development of fine motor skills, sensory processing, and physical independence.
- **Private Play Therapy:** We "buy in" dedicated Play Therapy services for pupils who meet the threshold for a clinical level of social and emotional need, providing a safe space for therapeutic growth.

Managing Education, Health and Care Plans (EHCPs)

For our pupils with statutory EHCPs, we ensure that the provision delivered is precisely aligned with the requirements of Section F.

- **Evidence-Informed Reviews:** For pupils with Speech and Language needs, we proactively seek up-to-date advice to ensure that outcomes are successfully reviewed and adapted as the child progresses.
- **Responsive Adjustments:** Where a pupil's needs evolve and no longer align with the existing EHCP provision, we seek further consultation from the Educational Psychologist. This ensures we can amend the plan to reflect the pupil's current presentation and maintain an accurate roadmap for their success.

Alternative Provision (AP)

In exceptional circumstances, we may utilise Alternative Provision to support the delivery of a pupil's EHCP.

- **Broad and Balanced Curriculum:** When a pupil attends an AP setting, we maintain rigorous communication to ensure their educational offer remains high-quality and well-rounded.
- **Generalisation of Skills:** We ensure a "closed-loop" of communication between specialists and the classroom. Class teachers are kept fully informed of the focus of external interventions so they can help the pupil generalise these specialist skills back into the mainstream environment.

8. Partnership working and pupils' access to external (incl. specialist) agencies

While our Universal and Targeted support tiers meet the needs of the majority of our learners, we recognise that some pupils require a higher level of specialist input. At Hillside, we utilise our partnerships with external agencies strategically to ensure no child's progress is capped by a lack of expert insight.

The Referral Process: Beyond 'Ordinarily Available' Provision

A referral for specialist support is typically initiated when the school has implemented and exhausted the 'Ordinarily Available Provision' and targeted interventions with limited impact on a pupil's progress. We seek expert advice to:

- **Maximise Outcomes:** Gaining specialised strategies to bypass specific barriers to learning.

- **Clinical Understanding:** Gaining a deeper understanding of a pupil's complex needs through a clinical lens, ensuring that our support is not just well-intentioned, but scientifically grounded.
- **Diagnostic Accuracy:** Working with professionals like Educational Psychologists or Speech and Language Therapists to refine our internal assessments.

Data-Driven Decision Making

The SEND team rigorously monitors progress and attainment data. This evidence, combined with our formal Pupil Progress Meetings, steers our professional dialogue. It allows us to identify exactly when a pupil requires the next step within the Graduated Pathway.

Translating Recommendations into Classroom Action

We believe that a specialist report is only valuable if it changes the daily experience of the child. To ensure this happens, we have a robust system for accountability:

- **Actioning Recommendations:** All reports from external agencies are shared immediately with class teachers. Teachers are then responsible for integrating these expert recommendations into their daily planning and the pupil's Pupil Passport.
- **The APDR Cycle:** These recommendations form the foundation of our Assess, Plan, Do, Review (APDR) cycle. They inform our target setting and ensure that the "Plan" stage is high-quality and evidence-based.
- **Accountability and Review:** The implementation of these strategies is reviewed at a later date by the SEND team. This ensures that the school is held accountable for the delivery of specialist advice and that the strategies are having the desired impact on the pupil's journey.

9. Adaptations to the learning environment

At Hillside, we are proud to offer a range of internal provisions designed to support pupils' sensory and emotional needs.

The Bridge Provision: Targeted SEMH Support

The Bridge Provision is our specialised internal hub for up to eight pupils with complex Social, Emotional, and Mental Health (SEMH) needs.

- **Intensive Regulation:** This provision offers an intense focus on emotional regulation and resilience. While the typical intervention cycle is six weeks, we remain flexible, extending support based on individual progress.
- **Inclusive Integration:** The Bridge Lead works in constant collaboration with class teachers to ensure pupils remain connected to their peer group, accessing whole-class activities where they can experience success alongside their friends.
- **Dedicated Resources:** Pupils within this provision have access to a bespoke Thrive Room, ensuring their therapeutic journey is supported by a private and purposeful environment.

'The Snug': Our Pastoral Hub

'The Snug' serves as our central base for emotional wellbeing and pastoral care. It is a multi-functional space divided into three specialised zones:

1. **The Thrive Zone:** Dedicated to the delivery of our assessed Thrive interventions.
2. **The Clinical Zone:** A private space for Play Therapy and multi-agency professional meetings.
3. **The Pastoral Zone:** Home to our Pastoral Support Team, providing a constant base for pupils who require access to an emotionally available adult.

To ensure this support is responsive and managed safely, we utilise a triaged wristband system, allowing pupils to access the 'Snug' at any point during the day when they need to regulate. Furthermore, the 'Snug' acts as the base for our 'Soft Start' program, providing a gentle, low-pressure entry into the school day for pupils experiencing school-avoidance or morning anxiety.

Sensory and Physical Regulation spaces

- The Sensory Room: Located conveniently near the Early Years department, this provides a highly controlled environment for pupils needing sensory integration.
- Soft Play Facilities: Situated in our Top Hall, these facilities allow for safe, physical movement and "heavy work" which is vital for pupils with sensory processing needs.

10. Adapted curriculum pathways

For pupils who are currently non-speaking and find it challenging to sustain focus or engagement, even during self-selected activities, we provide access to a Sensory-Led Curriculum Pathway.

This bespoke pathway is designed for pupils whose primary barriers to learning are rooted in sensory processing and foundational communication.

- Focus on Engagement: The curriculum shifts the focus from traditional academic milestones to the Fundamentals of Communication and Sensory Integration. It prioritises the child's ability to attend, react, and eventually initiate interaction within their environment.
- Evidence-Based Assessment: Progress is not measured against standard year group expectations. Instead, the pathway is monitored using a specialised assessment tool, such as the Engagement Model, which is precisely matched to the pupil's cognitive and sensory profile. This allows us to celebrate and record even the smallest "lateral" steps in a child's development.

11. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

Three times a year, class teachers are required to carry out whole class Thrive assessments which determine which children will require group Thrive support. Our learning mentors then review this data and identify children that need 1:1 or group Thrive. This is reviewed regularly to ensure children are being given the correct intervention. Class teachers also use this information to create a bespoke whole class Thrive lesson approach.

The Attendance Lead works closely with the SEND team and class teachers to ensure that where poor attendance is impacting on progress and attainment, a plan of action is put in place to unpick the barriers and reduce impact.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed. Pupils' support trackers are reviewed at least three times a year and shared with parents at Parents' Evenings.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets.

12. Consulting and involving pupils and parents

At Hillside, we believe that parents and carers are the experts on their children. We are committed to a model of co-production, where families are active partners in the decision-making process at every stage of the SEND journey.

Inclusive Community Engagement

We ensure that all parents of pupils with SEND are fully included and encouraged to participate in the wider life of the school. To supplement our whole-school offer, we provide bespoke opportunities for our SEND families:

- **SEND Coffee Mornings:** These sessions provide a welcoming space for parents to ask questions and share experiences.
- **Parent Consultation Evenings:** Members of the SEND Team are present at every Parent Consultation event. This ensures that a "bridge" of communication is always open for parents who may require additional guidance or support during these key meetings.
- **Transition Parent Consultation Evenings:** In Term 6 parents are offered an opportunity to meet their child's new class teacher to discuss the individual needs their child might have. This allows parents to feel that their child's provision will continue into the next academic year.

The Pathway to Support

We prioritise transparency and early communication when a child begins to experience barriers to learning.

1. **Contextual Dialogue:** Before a pupil officially enters the Graduated Pathway, class teachers engage in an initial "contextual dialogue" with parents to discuss shared concerns and insights.
2. **Needs Identification:** Once a 'Needs Checker' has been completed, the SENDCo reviews the findings. This often leads to further collaborative meetings to establish the most effective "next steps" for the child.
3. **Formal Notification:** If it is determined that a pupil should be placed on the SEND Register, parents will receive formal written confirmation, ensuring total clarity regarding the support their child is receiving.

13. Supporting pupils moving between phases / transition

Robust Transition and Continuity of Provision

We recognize that transitions—whether moving to a new year group or joining a new school—can be periods of heightened anxiety for both pupils and families. To mitigate this and ensure a seamless "strategic handover," we have established the following protocols:

Internal Year-to-Year Transitions

To maintain a stable and predictable learning environment as a pupil moves through the school, we facilitate:

- **Individual Transition Consultations:** At the start of each academic year, class teachers meet individually with the parents of pupils on the SEND register.
- **Implementation from 'Day One':** These meetings ensure that the specific strategies and reasonable adjustments outlined in the Pupil Passport are fully understood and implemented immediately. This ensures there is no "dip" in support during the first weeks of a new term.

In-Year Admissions and Transfers

When a pupil joins Hillside mid-year, we act swiftly to ensure their support is ready before their first day:

- Professional Liaison: Our SEND team ensures direct communication with the previous educational setting to secure a comprehensive transfer of records and specialist history.
- Proactive Meetings: We schedule an initial meeting with parents and carers. This allows us to co-produce an immediate support plan, ensuring that all necessary adjustments are proactively in place to welcome the child.

Preparation Key Stage 3

As pupils approach the end of their time at Hillside, we facilitate a meticulously planned transition to secondary school. This includes enhanced transition visits, "Vulnerability Profile" meetings with receiving SENCOs, and the transfer of the Pupil Passport to ensure that the "Voice of the Child" and their successful strategies are carried forward into their next chapter.

14. Training for staff

Our SENDCO is an experienced teacher who has completed her NASENCO qualification. The school prioritises time for the SENDCO to be able to work alongside other staff in the school to build expertise in the classroom, for example, through coaching so that all teachers build their confidence and competence. There is also a team of Teaching Partners who receive training with a particular focus on Cognition and Learning intervention and provision.

Some staff also receive additional training in a particular specialism, such as teaching partners who are trained as Thrive Practitioners. We also have twelve members of staff who are level 2 Team Teach trained with a particular focus on de-escalation.

SEND-specific training has been delivered on the following areas: The Graduated Pathway and Pupil Passports with upcoming training on supporting pupils with Cognition and Learning and Speech and Language needs.

15. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using Insight Data to analyse progress data
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Regular DDI's (Developmental Drop Ins) to observe SEND practice
- SEND pupil progress meetings
- Using Educational Psychology time to quality assure practice from a clinical perspective

16. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast clubs. All pupils are encouraged to go on all of our residential trips. All pupils are encouraged to take part in all aspects of school life including sports day, the school production and all other events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We monitor and track which pupils are accessing the enrichment offer to ensure that we identify and remove any barriers to participation.

17. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Our PSHE curriculum
- Access to emotionally available adults who are trained and skilled in the Thrive Approach
- Restorative Conversations and practice embedded throughout the school
- Support for families through our Pastoral Support Team
- Circle time
- A robust behaviour policy which encourages positive outcomes towards social and emotional development
- A Pastoral Support Team who provide support to families which ultimately improves a pupil's social and emotional development

The support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil.

All pupils with special educational needs are encouraged to be part of the School Council as well as to take part in any and all extracurricular activities.

There is a zero tolerance approach to bullying.

18. Pupils with disabilities

[Hillside Primary School Accessibility Plan - January 2026.docx](#)

19. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCO or Headteacher in the first instance. They may then be referred to the school's complaints 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

20. Contact details of support services for parents of pupils with SEN

The following services can offer support:

- Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) Gloucester <https://sendiassglos.org.uk/>
- Gloucestershire Parent Carer Forum <https://glosparentcarerforum.org.uk/>
- You're Welcome inclusive online directory and forum. <https://yourewelcomeglos.org/>

- Gloucestershire Carers Hub <https://gloucestershrecarershub.co.uk/>