SEND Policy and Information Report

Hillborough Infant and Nursery School

Owned and Written by: Inclusion Manager, Victoria Maples	**Date:** September 2025
Approved by: Full Governing Body	**Date:** September 2025
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This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

Contents

1. Aims 1
2. Objectives 1
3. Vision 1
4. Rationale 1
5. Legislation and guidance 1
6. Definitions 1
7. Roles and responsibilities 2
8. SEND information report 3
9. SEND Process 4
10. Criteria for removing pupils from the SEND register 6
11. Statutory Assessment 6
12. Our approach to teaching pupils with SEND 6
13. Expertise and training of staff 7
14. Evaluating the effectiveness of SEND provision 7
15. Admission arrangements 8
16. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND 8
17. Support for improving emotional and social development 8
18. Working with other agencies 8
19. Complaints about SEND provision 9
20. Contact details of support services for parents of pupils with SEND 9
21. Contact details for raising concerns 9
22. The local authority local offer 9
23. Monitoring arrangements 9
24. Links with other policies and documents 9
25. EQUALITY ASSESSMENT 10

1. **Aims**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities. (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. **Objectives**

- To identify special needs in individual children
- To provide a strategy for meeting these needs
- To support staff in addressing the need of pupils with special educational needs or disability
- To ensure that children work at appropriate levels with differentiated resources
- To raise the self-esteem and expectations of all pupils
- To implement a system for monitoring and evaluating each child's progress
- To create a framework for parental involvement and for external support services
- To ensure smooth transition of pupils between different stages of evaluation and phases of their education
- To identify and provide appropriate resources

3. **Vision**

At Hillborough Infant and Nursery School we provide a fully inclusive, rich and creative curriculum which is driven by our aim to promote our children's well-being, enhance their sense of community, increase their participation and appreciation of the arts and excite our pupils about the possibilities for their future. We believe in achievement, ambition and progress for all children. We aim to meet the needs of individual children through highly effective teaching and learning. There is an emphasis on early identification of needs and reducing barriers to learning and achieving.

4. **Rationale**

Hillborough Infant and Nursery School supports the Local Education Authority's policy of inclusion. We believe that all pupils are unique and have worth and we always try to ensure that the teaching and learning, achievements, attitudes and well-being of every pupil are considered. We aim to meet the needs of pupils with special educational needs and disabilities to help them to reach their full potential.

5. **Legislation and guidance**

This policy and information report is based on the statutory

- Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

6. **Definitions**

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

7. Roles and responsibilities

The Inclusion Manager (SENDCo)

The Inclusion Manager is Mrs Victoria Maples

The Inclusion Manager will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

Role of the Governing Body

The Governing Body will appoint a Link Governor for SEND.

The Link Governor for SEND is: Liz Jenkins, Co-opted Governor

The link governor for special educational needs (SEND) will understand:

- The governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- The different special educational needs represented at the school
- The local and national policy context for SEN They will make sure the school:
- Makes the necessary special educational provision for any pupil with SEND
- Meets the needs of pupils with SEND
- Makes reasonable adjustments in line with the Equality Act 2010
- Ensures that all pupils with SEND join in with the everyday activities of the school together with the children without SEND
- Has appointed an Inclusion Manager and they have received appropriate training
- Has a suitable and up-to-date SEND information report and policy which is published on the website

They will meet the Inclusion Manager on a termly basis to monitor:

- All aspects of SEND provision

- That the school makes good use of its SEND budget and resources
- The progress of pupils with SEND

They will report to the governing board on the monitoring work carried out, ensuring that the board:

- Is up to date about issues related to SEND
- Considers SEND in any budget discussions
- Asks challenging questions about the school's SEND provision and strategies

They will also attend training on the role of the SEND link governor, as appropriate Most of the day-to-day responsibility for these points will rest with the Inclusion Manager who would ensure that the Headteacher is always informed of all actions taken.

The Headteacher

The Headteacher is Ms. J. Walter

The Headteacher will:

- Work with the Inclusion Manager and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class including those with SEND
- Ensuring all children are planned for and fully included in the classroom
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- Regular liaison with parents/guardians
- Ensuring they follow this SEND policy

SEND special needs assistant

SEND TAs are responsible for:

- Ensuring that day-to-day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with class teacher and Inclusion Manager

8. SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autism
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

- We listen to concerns raised by parents/carers.
- We gather information from the pupils' previous school, and outside agencies.
- We plan transition meetings with feeder nurseries, pre-school educational settings and parents.
- Where a pupil is due to complete an in-year transfer, discussions are held with the feeder school regarding any identified needs or concerns.
- We carry out regular assessments.
- We closely monitor our pupils' progress against the Early Years Foundation Stage and National Curriculum or The Luton Early Years SEN Development Profile.
- We feedback concerns from teaching staff, plan observations, and monitor and evaluate interventions.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. 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 the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

9. **SEND Process**

Hillborough Infant and Nursery School uses a graduated approach for dealing with SEND as set out in the Code of Practice 2014:

ASSESS

This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.
In some cases, external professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the Inclusion Manager will contact them, with parental consent.

PLAN

This is likely to involve the SEND team, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This will involve an Individual Education Plan (I.E.P) and

may involve targeted intervention. Any planning will have a clear focus on expected outcomes for the child or young person.

DO

The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any support or specialist staff involved to plan and assess the impact of targeted interventions. The Inclusion Manager will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

REVIEW

The progress of pupils who are receiving SEND Support should be reviewed termly and should include parents three times a year. The impact and quality of the support and interventions will be evaluated and will feed back into the analysis of the pupil's needs. The class or subject teacher working with the Inclusion Manager will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education & Health Care Plan (EHCP) the Local Authority, in co-operation with the school, must review that Plan as a minimum of every 12 months.

Managing the needs of pupils on the SEND register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents/guardians and pupils. Decisions regarding the level of support provided are needs led, working with the constraints of the school budget.

Consulting and involving pupils and parents/guardians

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Please read previous notes on this model.

The class or subject teacher will work with the Inclusion Manager to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.
All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

10. Criteria for removing pupils from the SEND register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained

11. Statutory Assessment

If a child continues to have difficulties, the parents or school can request the Local Authority to make a statutory assessment. The school will provide the Local Authority with all the relevant information to enable them to make a decision on whether to provide the child with an EHCP, incorporating joint planning across health and care

12. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. Teachers provide a relevant and differentiated curriculum based on accurate and appropriate assessment – for some pupils with SEND this means assessing them and setting their curriculum within targets from the Luton SEN Development Profile.

Progress is measured through observations and half termly assessments.
We will also provide the following interventions:

- Nurture Groups.
- Makaton/Luton Signs for Learning
- Visual timetables and pictorial communication systems such as PECs (as required).
- Team Teach de-escalation strategies.
- Zones of Regulation and other such programmes for developing emotional understanding.
- Social skills groups such as Lego Therapy.
- Fine Motor Support such as the Warwickshire Fine Motor Programme to develop gross and fine motor skills
- Breaking Barriers Numicon small group to close gaps in mathematical understanding.
- Blocks of Precision Teaching as required to address gaps in phonic, reading and number knowledge ● Sensory Circuits
- Where necessary, support from Magic Words, Speech and Language Therapists and Assistant Practitioners

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, mind mapping etc.

Additional support for learning
We have a number of teaching assistants who are trained to deliver interventions such as Lego Therapy, Breaking Barriers and Fine Motor Skills.

Teaching assistants support pupils when there is an identified need for it such as in an Education, Health and Care plan or on the advice of an external agency such as Hill Rise provision or the Education Psychology service.

Teaching assistants support pupils in small groups when directed by the teaching team such as to target a particular gap in learning or to develop a particular skill such as social communication or phonic ability.

Supporting pupils moving between phases
We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

13. Expertise and training of staff

Our Inclusion Manager has achieved the National Award for SEN, has the Level 3 Safeguarding qualification as well a range of other SEND training.

As well as attending training on National and Local SEND initiatives such as 'whole school SEND' our Inclusion Manager disseminates and co-ordinates training for the school staff.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision including RWI Booster Phonics groups.

In the last academic year, staff have been trained in identifying and supporting special educational needs, setting SMART targets for I.E.P.s and in supporting speech, language and communication needs, de-escalation strategies and Level 2 Team Teach training. In the past academic year, the school also became a Trauma Informed and Aware school.

14. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:
- Reviewing pupils' individual progress towards their IEP targets each term ● Reviewing the impact of interventions after 6 weeks.
- Using pupil questionnaires.
- Monitoring by the Inclusion Manager.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

15. **Admission arrangements**

Admission arrangements for children with special needs are the same as those for all children. Where a child has an EHC Plan the school will be contacted, by the local authority responsible for the plan, in advance so that a smooth transition can be put in place.

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

- All of our extra-curricular activities and school visits are available to all our pupils, including our Out of School club.
- All pupils are encouraged to go on our trips.
- All pupils are encouraged to take part in sports day, performances and special workshops as they occur
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Where we have been informed that a child has a disability we work with parents and outside agencies to develop a transition plan so that the pupil has the most effective start to school life at Hillborough Infant School.

Our Equal Opportunities policy states all the ways that we prevent discrimination on the basis of a disability. Teachers, parents and support staff work as a team to identify potential barriers to friendships and learning. As a team, we work together to promote inclusion in all aspects of school life. Hillborough Infant and Nursery School has an Accessibility Plan which can be found on our school website.

17. **Support for improving emotional and social development**

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

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are supported by our Teaching Assistants at playtime to promote teamwork and build friendships.

We have a zero tolerance approach to bullying.

18. **Working with other agencies**

When appropriate, pupils benefit from the support of a wide range of external services. Where a pupil does not have an Education, Health and Care Plan or is not already working with a service a referral has to be made with the parents' consent. The Teaching Team and Inclusion Manager work together to complete the referral which will include up to date assessments, evidence of reasonable adjustments and "Assess, Plan, Do, Review" as well as details of any other professionals working with the child. External agencies include:

- Speech and Language Therapists (NHS and Magic Words) ● The Speech, Language and Communication Difficulties Team. ● The School Nursing Team.
- The Autism Spectrum Team
- The Edwin Lobo Centre for Paediatricians, specialising in child development.
- The Behaviour Support Services.
- Outreach from Hill Rise Behaviour Provision.
- Outreach from the Hearing Impaired Provision at Icknield Primary School.
- Outreach from the Visual Impaired Provision at Chantry Primary Academy.

- Outreach from Lady Zia Wernher Special School.

The Inclusion Manager and Senior Leadership Team meet with the designated school Education Psychologist in the Autumn term to plan training and observation priorities for children with SEND.

19. **Complaints about SEND provision**

Complaints about SEND provision in our school are dealt with in accordance with the schools' complaints procedure as detailed in the School Prospectus.

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 SEND**

For further support, parents can contact:

- The Luton Parent Carer Forum **Tel: 01582 547541**
- LUTON SENDIAS service (formerly Luton Parent Partnership) **01582 548156** o **SENDIAS@luton.gov.uk**

21. **Contact details for raising concerns**

The School Office telephone number is 01582 725764

For further information or guidance parents/carers can contact:

- Headteacher: Ms. J Walter via admin@hillboroughinfantschool.uk
- SENDCo: Mrs V Maples via inclusion@hillboroughinfantschool.uk

22. **The local authority local offer**

Our contribution to the local offer is:
https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=ewsB7EPYts8&localofferchannel=0

Our local authority's local offer is published here:
https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0

23. **Monitoring arrangements**

This policy and information report will be reviewed by the Inclusion Manager, Victoria Maples, **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

24. **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality Opportunities
- Supporting pupils with medical conditions

25. **EQUALITY ASSESSMENT**

We as a School community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this is in line with the Equality Act 2010.