



HILLTOP

PRIMARY SCHOOL

SEND Information Report

Our School	<u>July 2026 Information</u> Hilltop Primary School currently has 439 children on role. There are currently 85 children on the SEND register with a range of needs. We also have a further 22 Children with EHCP's.
Meet our SENCO	The SENCO is Katie Osmond. If you would like to contact Mrs Osmond please call school on 01634 710312 or email whark007@hilltopprimary.co.uk. Please be aware Mrs Osmond works Monday to Wednesday. Miss North is our SEN Administrator.
What is SEND?	A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have: • A significantly greater difficulty in learning than the majority of the others of the same age, or; • A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special Educational Needs

At Hilltop Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

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

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

At Hilltop Primary School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties.

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. The school currently meets the needs of pupils with an Education, Health and Care plan as well as those that do not have a plan, but have a learning difficulty that places them in need of SEND support.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority in conjunction with the school. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Identifying and Assessing Need

At Hilltop Primary School, we monitor the progress of all pupils 3 times a year to review their academic progress.

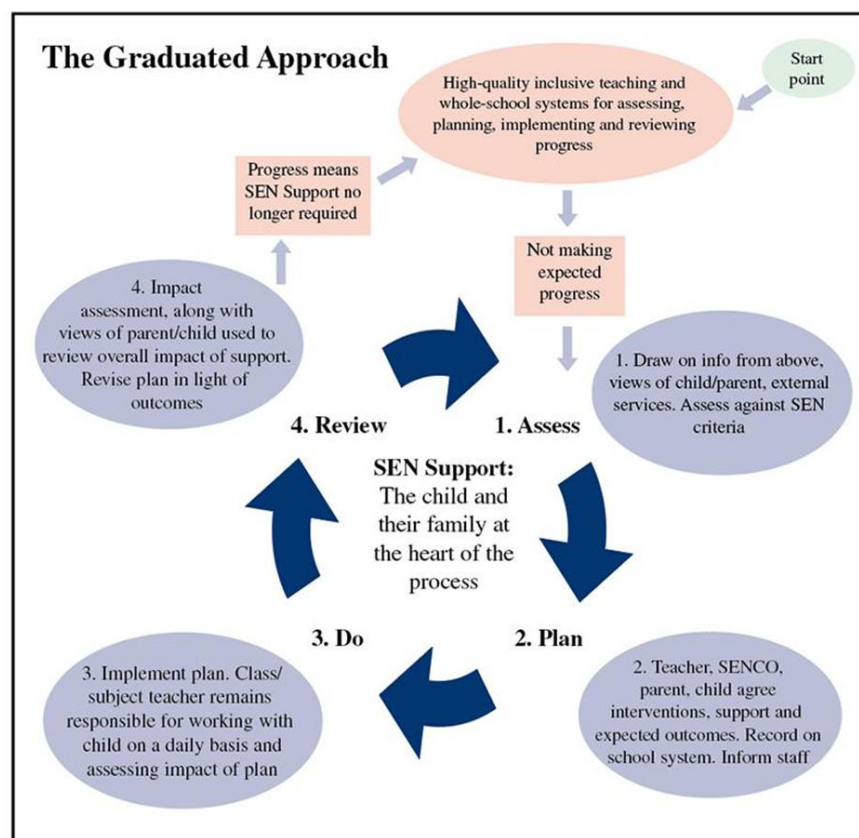
We also use a range of assessments with all the pupils at various points throughout the year and more specific assessments are used when necessary. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional literacy and numeracy support, in class strategies, social skills groups, language intervention and motor skills support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

At Hilltop Primary School, we are experienced in using the following assessment tools Language Link, Speech Link and GL Dyslexia screening. In addition to this, we have access to external advisors who are able to use a range of additional detailed assessment tools. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a Learning Plan and reviewed

	regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. 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.
Assess, Plan, Do, Review	We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the Learning Plan will be reviewed and adjusted. The class teacher will work with the SENCO 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. 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 six weeks;

- Using pupil questionnaires;
- Monitoring by the SENCO;
- Holding annual reviews for pupils with EHC plans.



Our approach to teaching children 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 SEN. This will be adapted for individual pupils.

Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37).

Teaching and learning is monitored closely by the senior leadership team with the aim for all teaching to be good or better. At Hilltop Primary School, the quality of teaching was judged to be 'good' in our last Ofsted inspection.

A range of Quality First Teaching strategies are used throughout all lessons. These include, but are not limited to:

- Recording work in a variety of ways, e.g. mind maps, story boards etc;
- Matching ability with different levels of guidance and additional prompts;
- Supporting verbal information and instructions with visual aids;
- Using study guides/help sheets/visual prompts around the room;
- Taking the student's interests into consideration;
- Providing a variety of adapted tasks;
- Using 'dyslexic friendly' font and background/paper colour/spacing;
- Ensuring that resources are well designed and presented in a variety of ways;
- Providing resources with appropriate reading levels;
- Break tasks down into small chunks to allow small steps approach;
- Use prompts including repetition of objectives and what's expected.

	We will also provide appropriate interventions including: • Speech and/or language intervention; • Precision teaching; • ELSA; • Social skills; • Social stories; • Sensory circuits; • Gap filing (i.e. Maths, literacy); • Fine motor; • Gross motor; • Handwriting; • Memory intervention.
Adaptations to the curriculum and learning environment	At Hilltop Primary School we follow the advice in the Medway Core Standards on how to adapt the curriculum and learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans. Through our Accessibility Plan, we aim to address the three areas of improving access to • The physical environment • Access to the curriculum • Access to information usually provided in written form. We make the following adaptations to ensure all pupils' needs are met: • Adapting 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 laptops, coloured overlays, visual timetables, larger font, etc. • Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
Consulting with pupils and parents	At Hilltop Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We will have an early discussion with the pupil and their parents when identifying any barriers to learning 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. We will formally notify parents when it is decided that a pupil will receive SEND support. Teachers will review Learning Plans with parents at parents evenings but you can request reviews at other times of the year if you wish for any changes to be made or would require a longer meeting. For children who have an EHCP, teachers will lay out their provision in a Section F document and will review this with parents three times a year. You will also have an Annual Review with your child's teacher and the SENCO. These meeting 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.
Staff Training	Our SENCO Mrs Osmond is a qualified teacher and has over four years' experience in this role. She is allocated 3 days a week to manage SEND provision.

	We have a team of 14 teaching assistants who are trained to deliver SEND provision through in house-training delivered by the SENCo and other staff, external agency support and training and through The National College.
Transition Support	At Hilltop Primary we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transition into school as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting. We will agree with parents and pupils which information will be shared as part of this. We will prepare pupils ahead of transition through discussion and tailored activities (creating transition booklets for example). All children will have induction into their new phase or school. In some cases, secondary schools will support with additional transition sessions (which may include a program within the primary setting) to support children who require additional transition arrangements at this phase.
Outside Agencies	We work with the following agencies to provide support for pupils with SEN: • Speech and Language Therapy Services; • Occupational Therapy services; • NELFT; • Medway Community Pediatrics; • School support Group; • Fortis Trust Outreach; • Education Psychology Service; • Hearing Impairment Service; • School Nursing.
Clubs and Trips	All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in all aspects of school life including sports day, school plays and assemblies and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability. The School website publishes a copy of the Accessibility Plan which shows how we currently provide support (reasonable adjustments) and intend to improve accessibility for disabled pupils in the following areas: • Improving the physical environment e.g. lifts and ramps to help physically impaired children; • Making improvements in the provision of written information e.g. providing items; that are usually provided in writing (hand-outs, timetables etc.) in Braille, large print etc. for visually impaired children; • Increasing access to the curriculum e.g. by classroom organisation, assistive technology, (interactive whiteboards), easy to use keyboards.
Raising concerns	Your first point of contact is your child's class teacher. You can then refer your concerns to the SENCO. 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.
Support Services	The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 Children and Families Act (2014) Parent Partnership Services. Medway SEND Information and Family Action - SENDIAS provide free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. SENDIAS can be contacted on 01634 566303. IASK https://www.iask.org.uk/ Medway Parents & Carer Forum https://medwaypcf.org.uk/ Family Action https://family-action.org.uk/our-work-impact/ Kent Autistic Trust https://www.katfamilysupport.co.uk/
Local Offer	A Local Offer is a statutory offer that every local council must provide and publish. It sets out the support we expect to be available for children and young people aged 0 to 25 with SEND. It also gives information and advice for their families. Medway's Local Offer is now known as the Special Educational Needs and Disabilities (SEND) information hub. The Local Authority's local offer is published on http://www.medway.gov.uk.