



School SEND Information Report 2024 - 25

SCHOOL NAME	Hillbourne Primary School
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TYPE OF SCHOOL	Mainstream	Primary Phase – EYFS to Year 6
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ACCESSIBILITY	Fully Wheelchair Accessible	Yes	
	Auditory/Visual enhancements	All rooms have adjustable blinds on the windows and lighting that can be dimmed as required.	
	Other Adaptions	Shower facilities.	
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in BCP's Local Offer?	YES	
POLICIES	Are the school's policies available on its website for	SEN	YES
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES

DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	YES
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At Hillbourne Primary School we are fully committed to:

- Promoting the inclusion of all children
- Providing a broad, balanced and engaging curriculum for all children
- All children feeling celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background
- Supporting all children to learn and reach their full potential
- Believing that all teachers are teachers of children with Special Educational Needs and Disability (SEND).

We put support in place for all pupils with SEND. The 0-25 SEND Code of Practice (2015) identifies four broad areas of [special educational] need and support:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health
- Sensory and/or physical needs

RANGE OF PROVISION

Please indicate what your school has to offer (over and above your core offer) in each of the following areas:

Areas of Strength:

- Inclusive teaching and learning. We have high expectations of pupils with Special Educational Needs. We ensure that they receive high quality teaching from their class teacher which is personalised to meet their needs
- Teachers know the needs of all the pupils in their class in detail
- Additional targeted support from trained TA's
- Social, Emotional and Mental Health – pupils are well supported by our trained staff and a strong pastoral system
- One Certified Trauma and Mental Health Informed Schools Practitioner
- TAs and Teaching staff 'Maximising the Impact of Teaching Assistants' (MITA) trained
- Catch Up Literacy and Numeracy trained staff
- MHST support – Early Mental Health Practitioner to support children and their families

Specialist Facilities/Equipment to support SEND:

- A wide spectrum of practical classroom resources are available to support the needs of children who experience a range of difficulties with their learning – for example: writing slopes, pencil grips, visual timetables, concrete learning resources, ear defenders etc.
- On site GL Dyslexia Screener assessment for 5 – 16+ year olds to assess Literacy skills and progress.
- On site Boxall Profile assessment for social, emotional and behavioural difficulties.
- Widgit licence to create symbol resources.

Input from Educational Psychologists/Therapists/ Advisory Teachers/other specialist support services:

At Hillbourne, we follow Hamwic Education Trust's Graduated Response to SEND. When appropriate, children can be referred to a range of external agencies to receive the best possible advice to support their individual needs:

	<ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapy (NHS) • Longspee Outreach Service • Winchelsea Outreach Service • Montacute Outreach Service • Occupational Therapy Outreach Service • Hearing Impairment Service • Vision Impairment Service • Consultant Paediatrician • Community Paediatrician • School Nurse • CAMHS • Early Mental Health Practitioner • Occupational Therapist <p>Breakfast and After School Club support: Our on-site Clubs are: Breakfast time Club: 7.40 - 8.30am Teatime After School Club: 3.15 - 5.00pm</p>
INCLUSION	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>Hillbourne Primary School aims to be an inclusive school. We actively seek to enable children to overcome potential barriers to learning. Equality of opportunity is essential for our children, we seek to achieve this through our focus on the individual child and groups of children currently within our school:</p> <ul style="list-style-type: none"> • Children with special learning needs • Raising the learning achievement of identified groups of children • Children who need support to learn English as an additional language • Young carers • Children who are at risk of exclusion • Minority ethnic and faith groups • Travellers • Asylum seekers/transient children • Looked after children <p>We actively encourage all our pupils to participate and access off site trips and visits. All our trips are Risk Assessed to plan for the needs of our pupils to ensure safety and inclusion for all. Adult to child ratios are adjusted to the needs of the pupil e.g. one to one support with an adult. We work with staff from specialist support services to plan off site visits if necessary. After school activity clubs are available to all pupils.</p>

<p>HOW WILL I KNOW HOW WELL MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?</p>	<p>We understand the importance of working with parents. There are scheduled parent meetings in the Autumn and Spring terms and you can always ask for an additional appointment to speak to your child's class teacher or the SENCo at a mutually convenient time. You will receive a written report at the end of the Summer term with the opportunity to meet with the class teacher. If your child has an Individual Education Plan, their plan is reviewed and shared with parents each term. If your child has an EHCP (Education Health and Care Plan), an annual review is held according to the guidance in the SEND Code of Practice.</p>
<p>SUPPORTING MY CHILD'S OVERALL WELLBEING?</p>	<p>All children have a trusted adult within the school, this is usually their class teacher. Pupils are also able to gain support from a key adult within school should they need it. Some pupils need further support through SEMH interventions. This might be in the form of a regular weekly one-to-one or group session where your child would be able to talk about any difficulties they might be having and learn additional skills to help them to cope with situations they may be struggling with, or it could be a one-off session as required. All adults in school alert SLT if they feel that a child is not thriving.</p>
<p>ARRANGEMENTS FOR LAC (Looked After Pupils).</p>	<p>We ensure that LAC pupils are not disadvantaged in any way and that they access the same opportunities as their peers. Careful monitoring ensures that the pupil fulfils their potential. A PEP (Personal Education Plan) is reviewed termly to ensure that it reflects the learning needs of the pupil. The PEP sets short-term and long-term goals for education, plans for the future (including plans for future careers and personal aims) and how teachers, carers and social workers can help the pupil meet their goals.</p>
<p>ACCESSIBILITY TO OUR SCHOOL</p>	<p>The school building is set on two floors and is fully wheelchair accessible. The first floor is accessed via 2 wide staircases at either end of the corridors and is also accessible via a lift. Evac chairs are located at the top of both staircases.</p> <p>The main entrance has automatic doors to the Reception area and there are accessible toilets on both floors of the building.</p> <p>There is also a medical room on the first floor which has a height adjustable changing bed.</p>
<p>PARENT SUPPORT INVOLVEMENT/LIAISON</p>	<p>How do you involve/support the parents of children/YP with SEND regarding identifying and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <p>Parental involvement and support is encouraged by:</p>

	<ul style="list-style-type: none"> • Staff being available in the mornings on the school gate and in the school office to take messages. • Appointments can be made with teachers to discuss the needs of the children in their class • Appointments can be made with the SENCo to discuss the changing needs of the children • Parents are encouraged to join in with the transition process for children with SEND • Parents are encouraged to attend meetings with the SENCo and the various External Agencies working with their children • Termly progress meetings are held with the Class Teachers • Personalised support plans and Pupil Passports, explaining how we are going to support the needs of the child are sent home and parents are invited to contribute towards these • Parent consultation meetings take place and an Annual Report
<p>HOW WILL SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL AND THEN TRANSFER TO A NEW SCHOOL?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>For example: Joining our Early Years Foundation Stage (age 4-5yrs). Our Early Years Leader and/or SENCo will contact the Nursery or Pre-school the child is attending to discuss the needs of the child and ensure we have all current relevant information. If a child has an EHC Plan, we will attend the Annual Review meeting to plan transition to our School.</p> <p>If a child is moving to another school: We will contact the school SENCo and ensure they know about any special arrangements or support that needs to be made for the child. We will make sure that all records about a child are passed on as soon as possible.</p> <p>When moving classes in school: during the Summer Term, details regarding the needs of any child with SEND will be passed on to the new class teacher in an information sharing meeting and, in most cases, a planning meeting will take place with the new teacher. All Pupil Passports and Individual Education Plans will be shared with the new teacher. If a child would be helped by a transition book to support their understanding of moving on, then it will be made for</p>

	<p>them including photos of new staff and classrooms.</p> <p>In Year 6 (age 10-11yrs): in the Summer Term, the Year 6 team of teachers from Hillbourne Primary School will attend the Secondary Transition Meetings to discuss the specific needs of children with SEND with the SENCo and Year 7 staff of their new Secondary School. All children with SEND will do focused learning about aspects of transition to support their understanding of the changes ahead. For children with EHCPs, the SENCo from the secondary school will be invited to their Year 6 annual review. Where possible, the child will have additional visits to their new school and in some cases, staff from the new school will visit the child at Hillbourne.</p>
<p>INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE</p>	<p>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention?</p> <p>As far as possible, children are included in all decisions made as part of the adaptations made to their education or Pupil Passports. Where appropriate, they are invited to contribute to meetings either by their attendance or through discussion with an adult who will represent their wishes at the meeting. This is done through the SENCo and with input from the child's Class Teacher.</p> <p>At Hillbourne Primary School, children are an integral part of the target setting process and are able to discuss the agreed outcomes as part of their learning and also as part of the contribution they make to their Pupil Passports. Children are able to meet with the professionals who support their learning and, at these times, are able to outline which parts of their support are working to their best advantage.</p>
<p>EVALUATING SEN PROVISION</p>	<p>How do you evaluate the effectiveness of provision made for children and young people with SEN?</p> <p>A child's progress is continually monitored by the child's class teacher. Pupil progress against Age Related Expectations for the year group is reviewed formally termly. This is done by Class Teachers, SENCo and the Leadership Team. The monitoring of pupils' books, the quality of teaching and support are monitored to ensure that provision is meeting the needs of individual pupils.</p> <p>If it is deemed that additional support is needed, this will be planned cohesively and monitored by the SENCo for its effectiveness. The SEN Register is also updated regularly to reflect these changing needs.</p> <p>Children at SEN Support level at Hillbourne will have a</p>

	<p>Pupil Passport and Individual Education Plan which will be reviewed, with parental involvement, every term. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The SENCo will also check that the child is making good progress within any individual work and in any group that they take part in.</p>
SENCO contact details	<p>Emma Camilleri Contact details: office@hillbourne.poole.sch.uk Tel: 01202 692604</p>
WHAT TRAINING HAVE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND HAD?	<p>The SENCo, Emma Camilleri, is an experienced class teacher, school leader and holds the National Award for Special Educational Needs Coordination. All staff receive regular training and updates from the SENCo, the Educational Psychology service, local special schools, Hamwic Academy Trust and other outside agencies.</p> <p>Staff have received training in the following: Trauma Informed Practice, The Hamwic Graduated Response to SEND and to Behaviour, Scaffolding, Working Memory, Supporting pupils with Social Emotional and Mental Health needs and helping children know more and remember more.</p> <p>The school nursing team provide epi-pen training annually.</p>
CONCERNS AND COMPLAINTS	<p>If a parent has concerns about their child's progress, we ask them first to speak to the child's class teacher. If the parent is not happy the concerns are being managed and that their child is still not making progress, we ask that they speak with the SENCo or Headteacher. If a parent wants to take concerns further, they are invited to contact the school SEND Governor. If parents feel that they need independent support with this process, BCP SENDiass offers impartial, confidential and free advice for parents.</p> <p>We have a policy to explain our complaints procedures. For full details please see our school website. www.hillbourne.poole.sch.uk</p>
OTHER INFORMATION	<p>What else do you think parents would like to know about your school?</p> <p>For further details see our SEN policy and The Graduated Response to SEND on the school website.</p>
COMPLETED BY (Name and Position)	<p>Emma Camilleri – SENCo and Inclusion Lead</p>

DATE COMPLETED	11.8.24
UPDATE	1 st September 2025

What proportion of children currently at the school have SEND?

Currently, 39 (16.1%) of our 242 pupils have Special Educational Needs.