

Hill Farm Primary School

SEND

School Information Report

Hill Farm Primary

Curriculum | Character | Community

Staff identify the needs of pupils with SEND swiftly. Pupils with SEND achieve very well from their individual starting points because staff provide excellent support, adapting the curriculum where necessary. Staff work well with a range of professionals to support these pupils and pupils who are disadvantaged. Pupils attending the specially resourced provision are expertly supported. They are integrated into school life and their learning is of the highest quality.

Ofsted 2025

A key strength of Hill Farm Primary School lies in its highly inclusive and well-developed SEND provision. The school has established a strong culture where inclusive classroom practice is prioritised, making the "invisible visible" for all learners. This is underpinned by evidence-informed approaches aligned with EEF research, alongside clear expectations for staff and a shared understanding of the universal offer, supported through practical toolkits.

Challenge Partners SEND review 2026



"Hill Farm has an inclusive ethos, which is clearly evident across all areas of the school's provision. Of particular note is the school's commitment to build its capacity for specialist provision so it can meet all needs all of the time whilst also ensuring that pupils remain actively engaged with their peers and the wider life of the school."
(SEND Review March 2023- Prof. Adam Boddison OBE, former Chief Executive for nasen)

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(SEND Review Adam Boddison March 2023)

As a school, we strive for the educational experience for learners with Special Educational Needs and Disability (SEND) to consistently be as good as it is for learners without SEND (equity of educational experience for all learners). Pupils with SEND have the greatest need for excellent teaching and are entitled to inclusive provision that supports achievement at, and enjoyment of, school. All pupils, are entitled to achieve their potential personally, socially, emotionally and academically in all areas of the curriculum.



Our SEND Pledge ensures that the education of learners with SEND is as consistently good as it is for learners without SEND:

1. Pupils with SEND receive impactful, inclusive teaching and have a balance of appropriate class, group and individual support to achieve the best possible educational outcomes.

2. Pupils with SEND are taught a broad, rich and ambitious curriculum.

3. Pupils with SEND engage with a learning environment that supports confident communication.

4. Pupils with SEND use different support strategies that teachers provide to help them learn.

5. Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.

6. Pupils with SEND have a parent/carer that works in partnership with the school to achieve genuine co-production to maximise outcomes.

7. Pupils with SEND are prepared for the next stage in their education, training or employment.

8. Pupils with SEND are set homework that is matched to their individual needs.

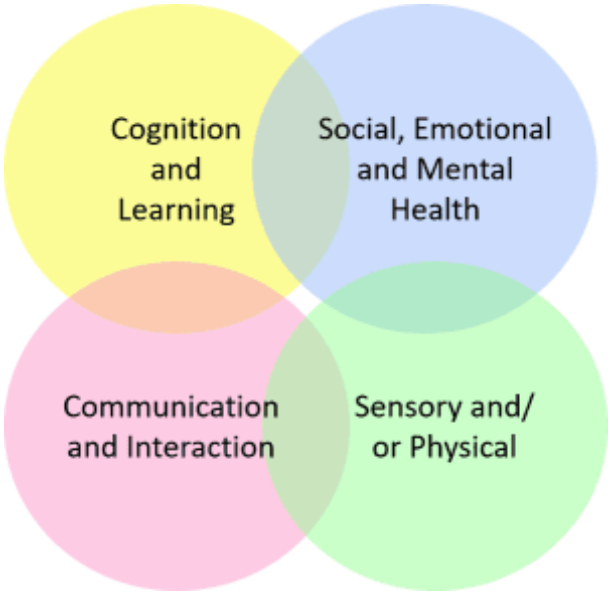
9. Pupils with SEND have the opportunities to become involved in pupil voice and wider curriculum activities.

10. Pupils with SEND take part in evidence informed interventions to overcome barriers to learning.

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, please read our SEND policy.

What types of SEN does the school provide for?

Hill Farm Primary School is a mainstream school which provides for children and young people with a wide range of special educational needs.



'a child or young person has SEND if they have a learning difficulty or disability' that calls for 'provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.'

(SEND Code of Practice January 2015)

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my child, and what training have they had?

Special Educational Needs Co-ordinator (SENCO)	**Katie Roper** Associate Deputy Headteacher	National Award in Special Educational Needs Co-ordination Qualified Teacher Status	Telephone: 02476595455 Email: katie.roper@castlephoenixtrust.org.uk

SENCO

Our SENCO is Katie Roper and she has 8 years' experience in this role and is also an Associate Deputy Headteacher. She is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination in 2019.

Class teachers

All of our teachers receive in-house SEND training and are supported by the SENCO to meet the needs of pupils who have SEND.

External Training:

Emotion Coaching

Makaton Training

Intensive Interaction training

Attention Autism training

Mental Health and Wellbeing training

Trauma Informed Training

Team Teach

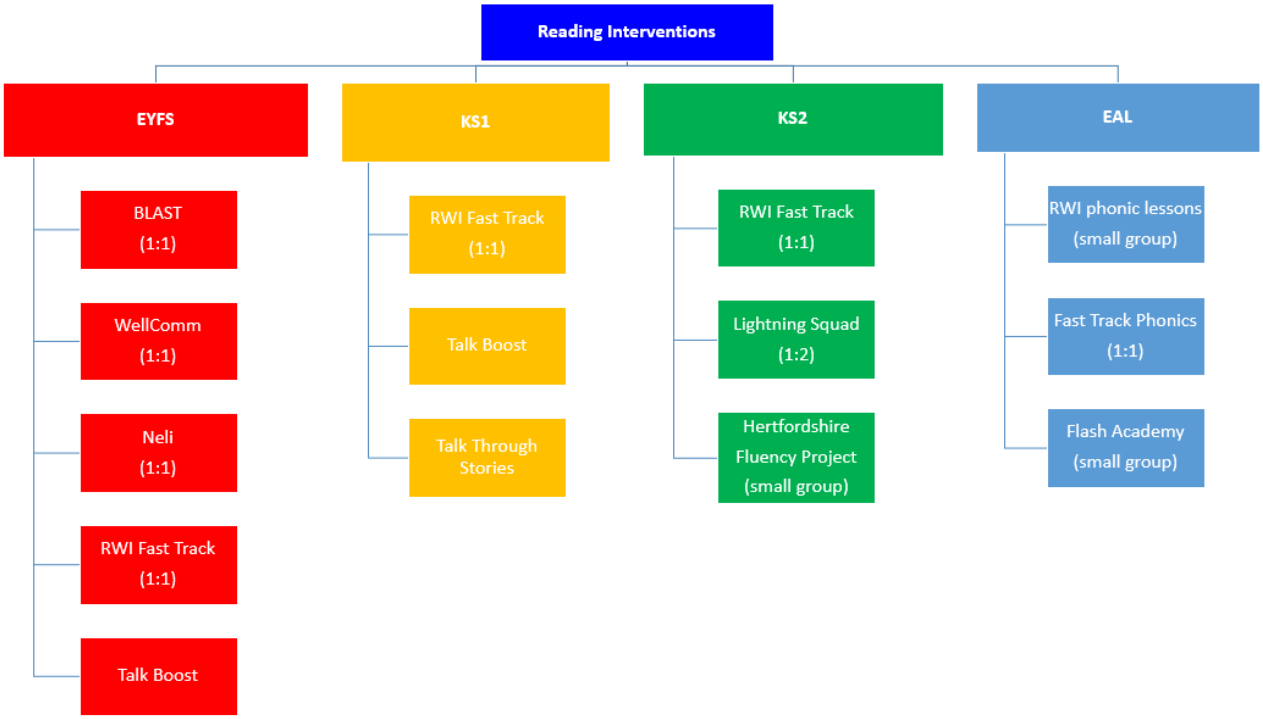
Manual Handling

Teaching assistants (TAs)

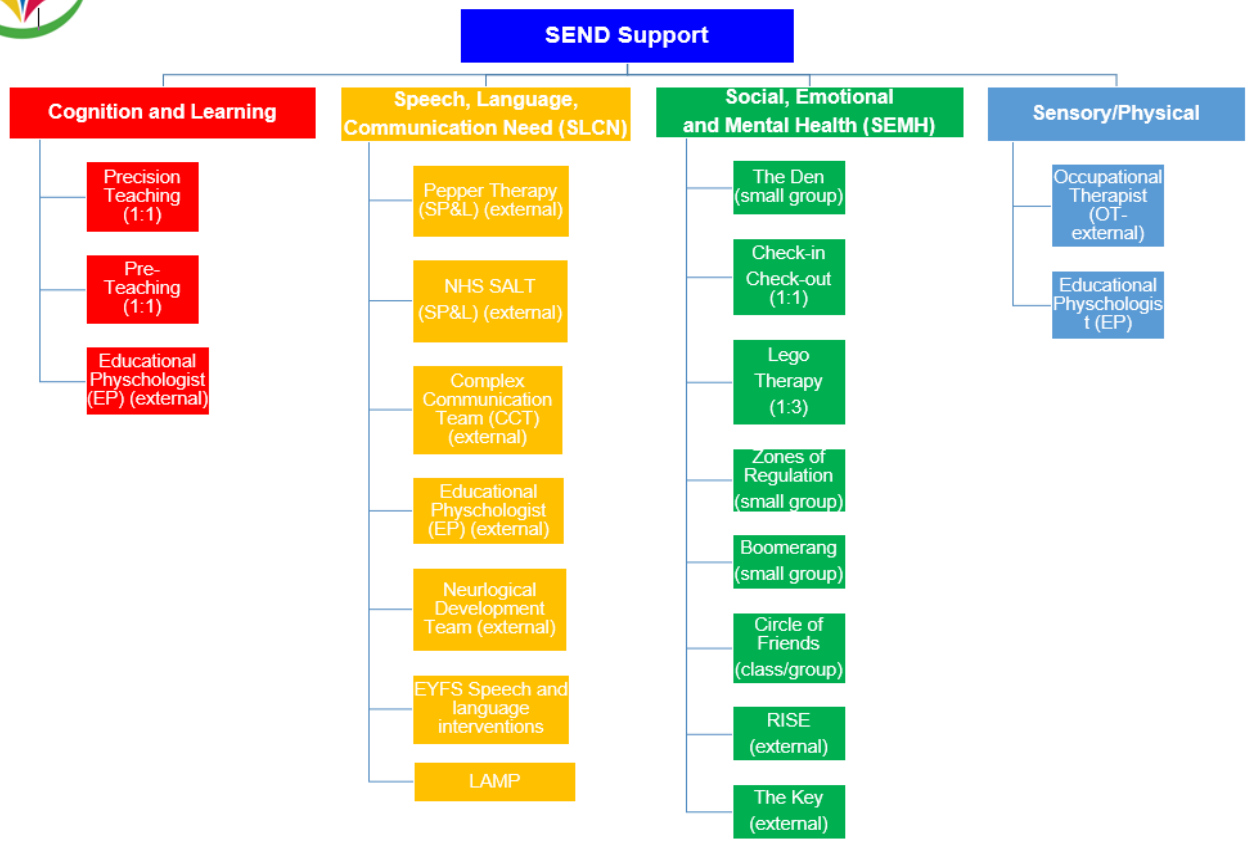
We have a team of 14 TAs, including 6 higher-level teaching assistants (HLTAs) and 5 TAs who support children with an EHCP. All TAs specialise in an intervention and receive training to enable them to effectively deliver the intervention. TAs have been trained in:

All Teaching Assistants	**Reading Interventions**	**SEND Support – Bespoke training programme – see training document.**
• RISE Boomerang Resilience training • RISE Low Mood • Rise Attachment training	• Read Write Inc Fast Track Phonics • Lightning Squad (Fisher Family Trust) • Hertfordshire Fluency Project	• Precision Teaching • Lego Therapy • Attention Autism • Speech and Language • Intensive Interaction • Changing Behaviours • Emotion Coaching in the Early Years

Hill Farm Interventions



Hill Farm Interventions



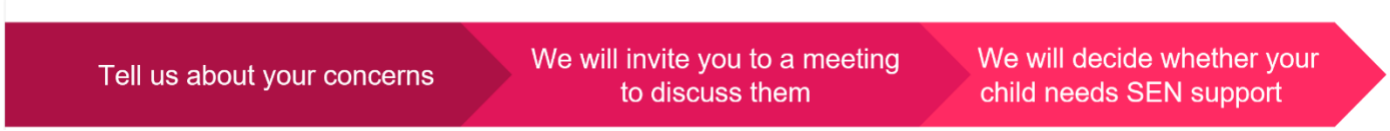
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. If more support is required, help and advice from external professionals is used. We always discuss the involvement of specialist SEND services with parents and carers first.

We have access to a range of specialist support services including:

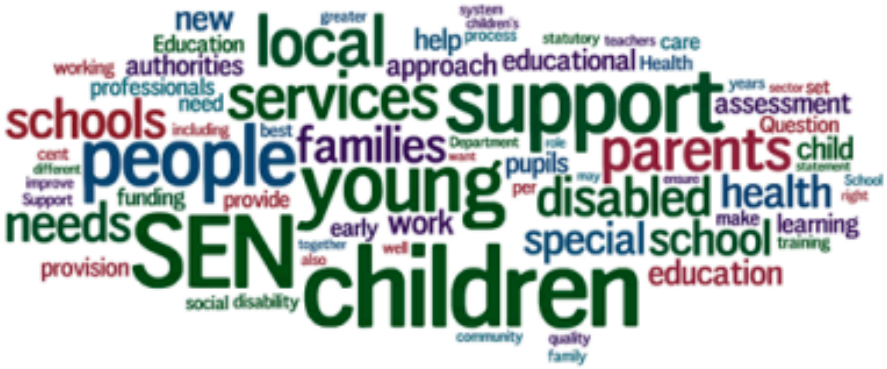
- Educational Psychologist
- Pepper Therapy – Speech and Language therapists.
- NHS Speech and Language therapists
- CCT - Complex Communication Team
- SEMHL- Social Emotional Mental Health Learning Team
- Occupational therapists
- GPs or paediatricians
- RISE
- Child and Adolescent Mental Health Services (CAMHS)
- SEND Early Years Coventry SEN Support Service
- Primary Mental Health team
- School Nursing Service.
- MHST- Mental Health Support Team

What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher either at parents evening or by calling the school office on 02476595455 to arrange a meeting. They will pass the message on to our SENCO, Ms K Roper, who will be in touch to discuss your concerns. You can also contact the SENCO directly on 02476595455.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this. We will speak to your child's class teacher to get a better	If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register. All children who receive SEND Support will have an Individual Learning Plan (SEND ILP) or a Pupil Passport. The ILP includes personal targets to support your child in school.

We also offer weekly **'Time to Talk'** parent/carer appointments with Miss Roper (SENCO). It is an opportunity to talk about any questions or concerns you might have or to discuss progress, additional needs or SEND support for your child. Appointments are available every Tuesday and Wednesday and can be made via the office. 'Time to Talk' appointments are available at 8:30am or 8:50am.	understanding of your child's strengths and difficulties.	



How will the school know if my child needs SEN support?

Identification- This could be from concerns raised by the child, parents and families or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified.

Every term we hold end of term and mid-term pupil progress meetings. These meetings centre around the progress and wellbeing of all pupils. Each year group team (teachers and teaching assistants) meet with the SENCO and attendance and safeguarding lead to discuss the individual needs, wellbeing, attendance, progress and effectiveness of provision for each pupil. This ensures that we identify who needs an intervention to maximise progress. We review the impact of interventions and identify targeted support for barriers to learning to ensure all pupils make progress from their individual starting point.



If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

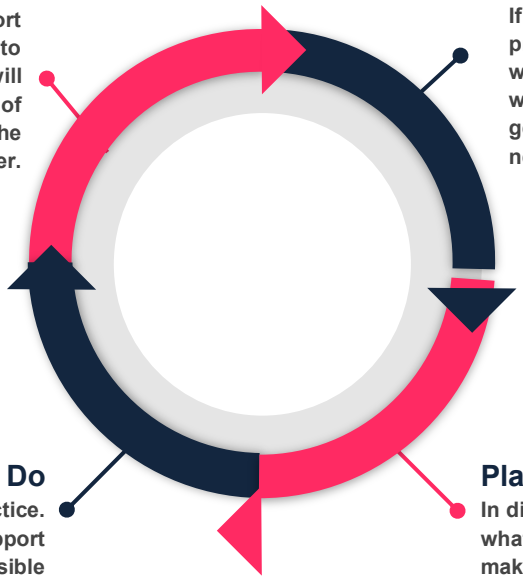
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO and your child's class teacher will work with you to create an SEND Individual Learning Plan (SEND ILP).

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

- As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

- Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

- We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

- This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

- Our procedures allow early identification of difficulties and close monitoring of progress in response to additional provision.

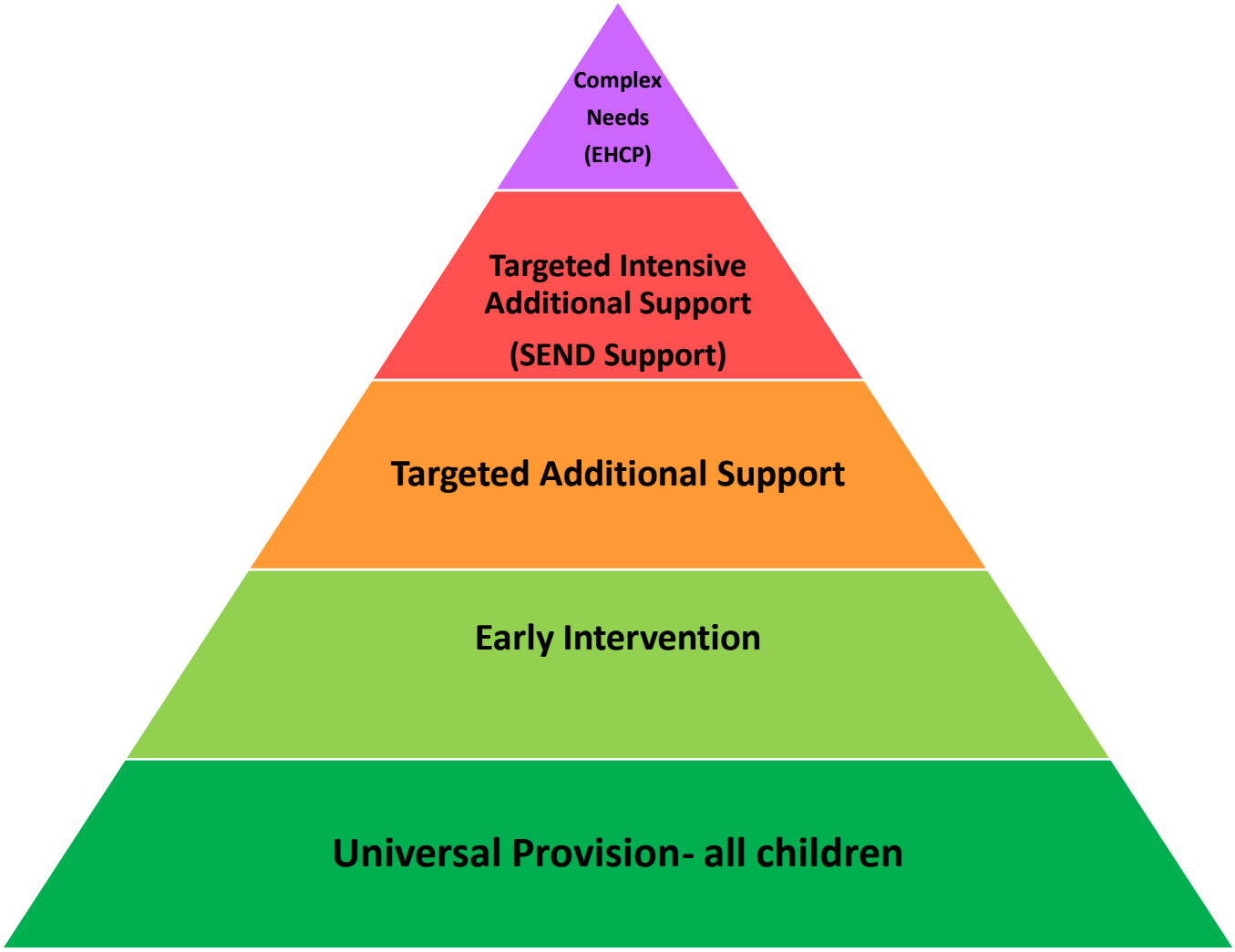
Early intervention support
Your child's teacher will work with you to develop an understanding of your child's strengths and potential additional needs and adjustments and provisions that can be made within class.

Targeted, additional support
Your child's teacher will work with you to develop an understanding of your child's strengths and potential additional speaking, listening or reading intervention that could help your child.

Targeted, intensive additional support
The school's SENCO and class teacher will work with you to put together a SEND Individual Learning Plan which will be reviewed with you termly. Outcomes and additional support will be put in place and reviewed**.**

At this stage it may also be decided that more support is needed to enable progress. An outside agency may become involved with your child and a My Support Plan put in place to help carry out the advice effectively.

EHCP/Complex Needs
If your child has more complex and enduring needs, or remains significantly behind, then a request for an Education Health and Care Plan (EHCP) can be made.
If an EHCP is agreed, then your child is likely to have more specialist provision and additional adult support. There will also be annual review meetings which are person centred to talk about their achievements and progress, and what is working and isn't working well.



How will I be involved in decisions made about my child's education?

The school will put the pupil and their parents at the heart of all decisions made about the child's learning, We are a friendly and approachable school. We actively encourage partnerships with parents through our 'Time to Talk' forums for SEND issues, through termly meetings, parents' meetings, using home/school diaries and scheduled telephone calls. Our aim is to work together with all parents and carers in all decisions about your child's learning and wellbeing. We will provide termly reports on your child's progress.

Your child's class teacher will meet you each term to:

- Set clear outcomes for your child's progress on their Individual Learning Plan
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.
- The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

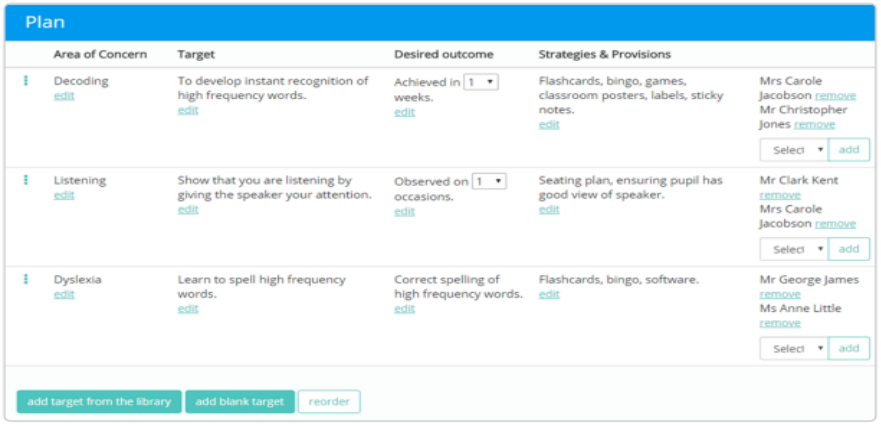
We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

As a school, we use Provision Map which allows parents and carers to easily see their child's targets and their SEND individual learning plan. Parents and carers are also able to share comments about their child's progress. To enable either of these actions, parents and carers are provided with a URL and the unique Access code for their child by their child's class teacher.

ProvisionMap
Part of tes





If you have concerns that arise between these meetings, please contact your child's class teacher, SENCO by calling the school to arrange a meeting on 02476595455.

How will my child be involved in decisions made about their education?

We listen to our children and work closely with them to be active participants in their learning. We actively encourage them to evaluate themselves as learners, make choices and express opinions. We want them to be able to identify their strengths and weaknesses, ways of learning best and what support they may need.

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child?

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as digital technology, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis or in small groups as directed by the class teacher or Inclusion team.

"Teaching assistants add significant value to the overall quality of teaching and learning through effective interventions. The impact is maximised by teaching assistants specialising in particular interventions."

(SEND Review March 2023- Prof. Adam Boddison OBE, former Chief Executive for nasen)

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Attention Autism Intensive Interaction Sensory Circuits Fidget toys/wobble cushions/Therabands Ear defenders Quiet workstation Zones of Regulation intervention Complex Communication Team observations and support Acorns/Willows internal Adapted Curriculum Provision
	Speech and language difficulties	Speech and language therapy Intensive Interaction Acorns/Willows internal Adapted Curriculum Provision
Cognition and learning	Specific learning difficulties,	Writing slope Pencil grips Precision Teaching

	including dyslexia, dyspraxia and dyscalculia	Reading Interventions: Read Write Inc Fast Track Phonics, Lightning Squad or Hertfordshire Fluency Project Ipads with accessibility features e.g. screen colour, speech to text, immersive reader, typing SEMHL team observations and assessments. Occupational Therapy
	Moderate learning difficulties	Pre-teaching Over learning Precision Teaching Reading Interventions: Read Write Inc Fast Track Phonics, Lightning Squad or Hertfordshire Fluency Project Ipads with accessibility features e.g. speech to text, immersive reader, typing. Acorns/Willows internal Adapted Curriculum Provision
	Severe learning difficulties	Pre-teaching Over learning Precision Teaching Reading Interventions: Read Write Inc Fast Track Phonics, Lightning Squad or Hertfordshire Fluency Project Ipads with accessibility features e.g. speech to text, immersive reader, typing. Acorns/Willows internal Adapted Curriculum Provision
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory circuits Fidget toys/wobble cushions/Therabands
	Adverse childhood experiences and/or mental health issues	Nurture groups Boomerang resilience intervention Protective Behaviours intervention Jelly Club Zones of Regulation intervention Pupil Peer mentoring- wellbeing ambassadors The Den Learning Mentor
Sensory and/or physical	Hearing impairment	External services as needed
	Visual impairment	External services as needed
	Multi-sensory impairment	Sensory circuits Fidget toys/wobble cushions/Therabands Occupational Therapy
	Physical impairment	External services as needed

THE DEN

What is The Den?

The Den is a before school club and is a soft start option for some children. The aim of this club is to support children and enable them to have a quieter, more settled start to the school day. Children who attend The Den have a separate entrance into school.

The Den runs each morning from 8:30 to 9:00 in the KS1 Hall. At the Den, children have the opportunity to play games, talk to their friends, talk about their feelings, have a healthy snack and know the plan for their day. At 9 o'clock the children will be taken to their classroom to start their lessons.





What is an Adapted Curriculum Provision?
We have two internal Learning Hubs for pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study. Pupils in Acorns (EYFS/KS1) and Willows (KS2) will have an EHCP or a My Support Plan.

How are Acorns and Willows different to a mainstream class?
Each pupil in Acorns or Willows will remain as part of their class for registration, specific lessons and all aspects of school life. They will have a class teacher in their mainstream class and a teacher in Acorns/Willows. The Learning Hub team work closely with each child's mainstream class teacher to plan work appropriate to their needs and development, rather than their age to allow them to access mainstream provision where appropriate. More information can be found here SEND – Hill Farm Primary School.

These interventions are part of our contribution to Coventry's local offer. More information can be found here Coventry's Special Educational Needs and Disability (SEND) Local Offer – Coventry City Council

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term as part of pupil progress meetings and at parents evenings each term with parents and carers
- Assessing against Branch Maps
- Reviewing the impact of interventions each term as part of pupil progress meetings
- Using pupil questionnaires
- Monitoring and quality assurance by the SENCO
- Using provision maps to measure progress
- Holding termly My Support Plan reviews (if they have a My Support Plan)
- Holding an annual review if they have an Education, Health and Care Plan (EHCP)

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If

funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Pupils across the school have access to a wide offer of enrichment opportunities. The curriculum in all subjects is enhanced by a programme of educational visits and/or workshops including lunch time and after school clubs as well as educational visits and/or residentials. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our residential trip in Year 6.

At Hill Farm we have a variety of pupil leadership roles including:

- Student Leadership Team
- Head boy and Head girl (Y6)
- Values Ambassadors
- Green Team (Be sustainable)
- Digital Ambassadors
- Reading Buddies
- Language Ambassadors

All pupils, are entitled to achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. As a school we ensure that pupils remain actively engaged with their peers and the wider life of the school. No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with SEND or a disability?

If there are more applications for a place than there are places available within the Academy's admission number, places will be allocated in accordance with the following criteria and in the order shown below:

Special Educational Needs
All children with an Education Health and Care Plan that name the school will be admitted before all other applicants.

1. Children who, at the time of admission, are in the care of a local authority or are provided with accommodation by the authority (looked after children). Also children who were previously looked after but ceased to be so because they were adopted, or became subject to a residence order or a special guardianship order. A looked after child is defined in Section 22 of the Children Act 1989.

2. Children who live in the catchment area served by the Academy, who have a brother or sister attending the Academy, provided that the brother or sister will be of compulsory school age and will continue to attend the Academy the following year.

3. Other children who live in the catchment area served by the Academy.

4. Children living outside the catchment area with a brother or sister who currently attends the Academy, provided that the brother or sister will be of compulsory school age and will continue to attend the Academy the following year.

5. Children by reference to the distance their home is from the Academy in accordance with the definitions section.

If it is not possible to meet all of the requests in any one of the categories described above, the Academy will prioritise the requests by reference to distance.

The school's admissions policy can be found here on our website

https://hillfarmprimary.org.uk/parents/admissions/

How does the school support pupils with disabilities?

Schools are required under the Equality Act 2010 to have an accessibility plan.
The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The primary objective is to reduce and where reasonably practicable and affordable, eliminate barriers to access to the curriculum and to enable full participation in the school community for pupils, and prospective pupils with a disability.

We recognise the need to provide adequate resources for implementing plans and will regularly review them. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and recognizes its duty under the Equality Act to:

- Not discriminate against disabled pupils in their admissions and exclusions, and provides of education and associated services
- Not to treat disabled pupils less favorably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

The school also recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The full accessibility plan can be found on our website

https://hillfarmprimary.org.uk/about-us/policies/

How will the school support my child's mental health and emotional and social development?

The school was awarded an Area of Excellence in March 2023 for Inclusion. **Inclusion. All the needs. All the time.** We believe that meeting the needs of pupil wellbeing is essential to support the association between good mental health and education engagement and academic achievement.

The school places a strong emphasis on pupils' personal development. Pupils understand the importance of physical activity, healthy eating, good sleep routines and how these impact their long-term health. Mental well-being is developed through emotional literacy and resilience-building.

Ofsted 2025

"Alongside the main curriculum (knowledge, skills and concepts) leaders and teachers teach what they refer to as the Wellbeing Curriculum to help learners understand their personal, social and emotional awareness. This raised awareness supports pupils' mental wellness and strengthens their resilience."
(Challenge Partners March 2023)

At Hill Farm, we not only teach the Curriculum (knowledge, skills and concepts) but we also teach what we refer to as Wellbeing Curriculum to help learners understand their personal, social and emotional awareness. This raised awareness supports their mental wellness and strengthens their resilience.

At Hill Farm, we have a range of mental health and wellbeing provisions available to learners throughout the school. We carefully monitor, evaluate and plan the development of provision. We liaise with external agencies including Educational Psychologists, Complex Communication Team, Social Emotional Mental Health Learning Team (SEMHL) and Early Help/safeguarding.

Mid-term pupil progress meetings centre around the progress and wellbeing of all pupils. Each year group team (teachers and teaching assistants) meet with the SENCO and attendance and safeguarding lead to discuss the wellbeing, attendance, progress and effectiveness of provision for each pupil. This ensures that we identify who needs social, emotional or mental health intervention maximise progress.

We review the impact of interventions and identify targeted support for barriers to learning to ensure all pupils make progress from their individual starting point.

We have Four Pillars of Wellbeing (Physical, Mental, Social and Personal Safety) that underpin our Wellbeing Curriculum.

What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- Create Pupil Passports to identify strengths and what helps them to learn with your child (if needed) to share with their new teacher
- Pupils with an EHCP, ASD, and SEMH needs will be told their class teacher before the whole school transition day in July
- Pupils with an EHCP, ASD, and SEMH will be given a 'Welcome to Year x' booklet to support changes
- Your child's class teacher will share information with their new teacher and write the Autumn Term SEND Individual Learning Plan for your child

Between schools

- When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.
- Create Pupil Passports to identify strengths and what helps them to learn with your child (if needed) to share with their new teacher
- Share SEND information with the new school and the SENCO

Moving to Secondary

- The SENCO of the secondary school will meet our with our SENCO. They will discuss the needs of all the children who are receiving SEN support.
- SEND information will be given to the new secondary school
- You child's class teachers will ensure social needs and SEND needs are considered
- Class teachers will meet with teachers from the secondary schools and discuss the needs of all children who are receiving SEN support
- Pupils will be prepared for the transition by:
    - Practising with a secondary school timetable
    - Learning how to get organised independently
    - Plugging any gaps in knowledge
    - Specific transition support for children with ASD delivered by Complex Communication Team in the summer term
    - Specific transition support for children with speech and language needs delivered by Pepper Therapy in the summer term
    - Small group transition work for identified children with the learning mentor

What support is in place for looked-after and previously looked-after children with SEN?

Ms Katie Roper (SENCO) is the designated teacher for looked-after children and previously looked-after children here**.**

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

PEP targets are reviewed and new targets set each term. As a school, we use Provision Map which allows parents and carers to easily see their child's PEP targets. Parents and carers are also able to share comments about their child's progress. To enable either of these actions, parents and carers are provided with a URL and the unique Access code for their child by their child's class teacher.

What should I do if I have a complaint about my child's SEND support?

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

Castle Phoenix Trust is committed to ensuring that all students are provided with the best education possible and that each Academy works in a productive and positive partnership with all parents and carers. However, if a parent/carer feels that a situation has arisen that they are unhappy about then they have a right to make a complaint. Any and every complaint made will be taken seriously and dealt with swiftly and professionally.

The school's Castle Phoenix Trust complaints policy can be found here on our website

https://hillfarmprimary.org.uk/about-us/policies/

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at local offer. Coventry publishes information about the local offer on their website:

Coventry's Special Educational Needs and Disability (SEND) Local Offer – Coventry City Council



Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

SEND Information, Advice and Support Service (IASS) – Coventry City Council



National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

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