



# **Hillcrest Primary School SEN Information Report 2025 – 2026**

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## Welcome and Who to contact?

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Norfolk Local Offer outlines the provision available in our area across education, health and social care for children with SEN. It can be found at [Norfolk Local Offer](#)

All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN.

The information published must be updated annually. The required information is set out in the [SEN regulations](#) which is included in the SEN Code of Practice 2015. This report is a way of us celebrating and sharing what we do to support all children including those with SEN.

Hillcrest Primary School is a mainstream 4- 11 primary school, which admits pupils to the school in line with the school's admissions policy. The school believes that all children and young people are entitled to an education that enables them to achieve their potential. The school has a strong commitment to working in partnership with pupils, parents, carers, governors, and the local community. Together we give our pupils the opportunity to make progress in all developmental areas, to fulfil their potential and see school as a happy place where they belong.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us and share your views. The best people to contact are:

Assistant Headteacher & SENDCO - Nancy White

Assistant SENDCo – Kelly Hancox

Headteacher –Matthew Try

We are all contactable through the school office on 01366 388191 or email

[office@hillcrest.norfolk.sch.uk](mailto:office@hillcrest.norfolk.sch.uk)

## What do we mean by SEN?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. Have significantly greater difficulty in learning than the majority of others of the same age: or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”

If a learner is identified as having SEN, we will provide provision that is ‘**additional to or different from**’ the normal differentiated curriculum, with the intention to overcome the barrier to their learning.

Learners can have barriers in schools for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may be worried about different things that distract them from their learning. We are committed to ensuring that all learners have access to learning opportunities, and for those that are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

## What are the different areas of SEN?

The SEN Code of Practice recognises four broad areas of need:

**Communication and Interaction** - for example speech and language difficulties and ASD (Autistic Spectrum Disorder)

**Cognition and Learning** - including Specific Learning Difficulties like Dyslexia and Moderate Learning Difficulties

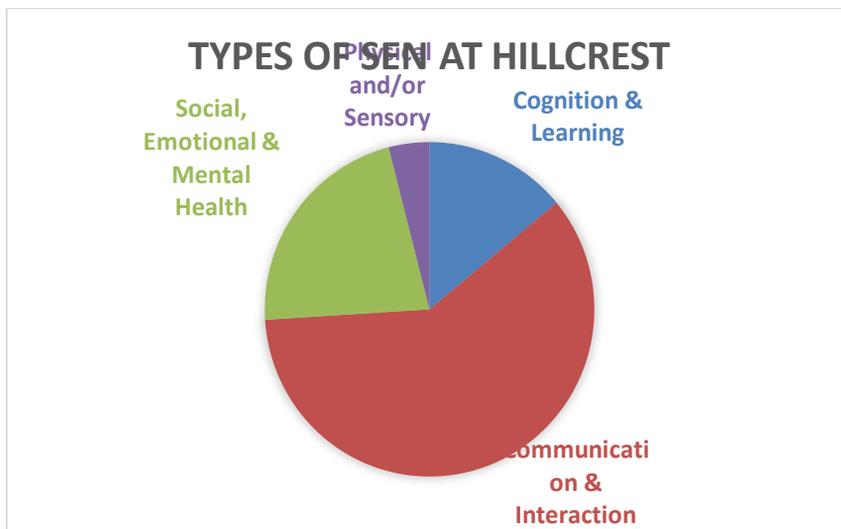
**Social, Emotional and Mental Health** – this includes anxiety and low mood and Attention Deficit Hyperactivity Disorder (ADHD)

**Sensory and/or Physical** – this includes children with a hearing or vision impairment and those with sensory processing difficulties or physical difficulties

### The SEN profile for Hillcrest

Although in the figures below, children are categorised by their primary need, in real life they are likely to have needs in more than one area. We respond to the needs of the child, not their label or diagnosis.

Our SEN profile for 2025 - 26 shows that we have 12.6% of children identified as having SEN. Of that 12.6%, 16% of those have an Education Health and Care Plan and 84% require in-school SEN support.



## How are pupil's SEN needs identified at Hillcrest?

For some children, SEN needs are identified at an early age, for example through parental concerns, a health professional or a pre-school setting. However, for other children and young people, difficulties become evident only as they develop and grow.

In school, children may be identified as having SEN through a variety of ways including the following:

- Assessment and monitoring by a teacher that identifies children performing below age expected levels and requiring extra provision to be made.
- Concerns raised by a parent/carer either on admission to school or at any stage of the child's education. Concerns raised by children that they are struggling with learning or other aspects of school-life.
- Concerns raised by teacher or other staff regarding behaviour or self-esteem that is affecting learning or engagement in learning.
- Information from a previous school.
- Information from external agencies such as Speech and Language therapists or the Schools and Communities team.
- Health diagnosis through a paediatrician or other medical professionals.

Children may be identified as having SEN at different times in their lives and may require different types of support as they move through school. We might talk about them being 'on the SEN register' or receiving SEN Support or maybe about 'monitoring' if the level of need is not quite so high.

We know that the world of SEN can be a very confusing one, with lots of jargon, unfamiliar terms, long reports and detailed forms to fill in. Please ask if you don't understand any of the language that we are using.

If a child continues to have difficulties with their learning despite intervention and support, our SENDCo is able to arrange for assessments to further assess barriers to learning. This might include the involvement of a Specialist Learning Support Teacher or an Educational Psychologist

If you think your child may have SEND, please **speak to their class teacher in the first instance** or contact the school office on 01366 388191 or email [office@hillcrest.norfolk.sch.uk](mailto:office@hillcrest.norfolk.sch.uk). A meeting will then be arranged and a record of your concerns will be created. This will be shared with the SENDCo. At this meeting action points will be agreed and a review date will be set.

As a school, it is our responsibility to identify the possible barriers to learning and put provision in place to overcome these barriers to learning. We do not assess for, or give diagnoses, however, we will work alongside health professionals to complete questionnaires and provide an educational perspective.

### **What we do to Support Learners with SEN?**

The SEND Code of Practice (2015) is clear that special educational provision is underpinned by high quality teaching. Differentiated and personalised teaching approaches, often referred to as Quality First Teaching (QFT) benefit all children as well as those with special educational needs. Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

At Hillcrest the provision we provide is a 4 tiered system

- Universal provision – provided to all children every day
- Targeted Support – when children need specific targeted support, usually for a short period of time, for example a term
- SEN support - when the child is on the SEN register and needs regular provision that is “different from or additional to” that of their peers.
- Enhanced support – when children need bespoke support to meet their SEN. Many of these children also have Education, Health and Care Plans (EHCPs).

The tables below give a few example of the provision that is offered at each stage of our tiered provision planning.

## Universal support

<p><b>Social Emotional and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Whole school Thrive approach</li> <li>• Regular movement breaks,</li> <li>• Class Worry box</li> <li>• Feelings and wishes support</li> <li>• Forest Schools</li> </ul>	<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Sentence stems and sentence modelling</li> <li>• Word mats and Sound mats</li> <li>• Dyslexia friendly classrooms</li> <li>• Adapted study spaces</li> </ul>
<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• WELLCOMM</li> <li>• Language-rich environment</li> <li>• Quality modelling</li> <li>• Visual timetables</li> <li>• Peer support</li> </ul>	<p><b>Sensory and Physical</b></p> <ul style="list-style-type: none"> <li>• Seating positions</li> <li>• Regular movement breaks</li> <li>• Playground equipment</li> </ul>

## Targeted Support

<p><b>Social Emotional and Mental Health</b></p> <ul style="list-style-type: none"> <li>• 1:1 &amp; small group Thrive</li> <li>• Emotional Literacy sessions</li> <li>• Sensory Circuits</li> </ul>	<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Focused Interventions</li> <li>• Colourful Semantics</li> <li>• Writing slopes</li> </ul>
<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• NHS SaLT referrals</li> <li>• Speechlink</li> <li>• Time to Talk</li> <li>• Lego therapy</li> </ul>	<p><b>Sensory and Physical</b></p> <ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• Wobble cushion</li> <li>• Thera-band</li> <li>• Use of fidgets</li> </ul>

<p><b>SEN support</b></p>	<ul style="list-style-type: none"> <li>• Graduated Learning – Assess, Plan, Do, Review</li> <li>• Soft start</li> <li>• First/ then boards</li> <li>• Adapted recording of work i.e. using technology</li> </ul>
<p><b>Enhanced/EHCP support</b></p>	<ul style="list-style-type: none"> <li>• Enhanced 1:1 Sensory circuits</li> <li>• Bespoke timetable</li> <li>• Positive Behaviour Support Plans (PBSP)</li> <li>• Communication Plans</li> </ul>

## People who support our children who have SEN

### Class teachers - Roles and Responsibilities

- Supporting your child on a day-to-day basis
- Ensuring that the well-being of all pupils in the class is nurtured and any concerns discussed with parents/carers and other members of staff as appropriate
- Holding an overview of each child's academic progress
- Ensuring all children have access to a curriculum that is adapted to meet their needs

### Mrs White (SENDCo) - Role and Responsibilities

- Ensuring that individual children are assessed to identify pupil strengths and barriers to learning.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what they need to enable them to learn and make progress.
- Ensuring that all staff members working with your child in school are supported to deliver planned work/programmes for your child, so they can achieve the best possible progress. This may involve input from external specialists.
- Maintaining a conversation between school and parents as necessary (in person, telephone or via email). Co-ordinating Annual Review meetings (EHCP) and ensuring the provision as outlined in the EHCP is reviewed on a termly basis.
- Liaising with all the other people who might contribute to and support your child's learning e.g. Educational Psychologist, Access Through Technology, etc.

- Making sure that staff are provided with high quality training so they are aware of, and confident in meeting, the needs of your child and others within our school.
- Developing the school's provision to ensure that every child receives a consistent, high quality response to identified needs in school.
- Ensuring that the Governing Body is kept up to date with what provision we are providing to meet the SEN needs of the children at Hillcrest.
- Working with the children and ensuring their voice is heard and developing their self-advocacy skills.
- To oversee the provision and measure its impact on meeting the needs of the children with SEN.

### **Mr Try (Head teacher) - Roles and Responsibilities**

- The overall strategic development of the school
- The day to day leadership and management of all aspects of the school including having an overview of SEN.
- Ensuring staffing levels are appropriate to meet the needs of the children with SEN.
- Holding the teachers to account for the delivery of SEND support and the SENDCo to account for the co-ordination of SEND responsibilities.

### **Teaching Assistants – Roles & Responsibilities**

Our teaching assistants at Hillcrest provide invaluable support in enabling the teacher to fulfil their responsibility to meet the individual needs of the children at Hillcrest. Under the direction of the class teachers and SENDCo, our teaching assistants lead many of our interventions, both before school and during school time.

### **SEN governor – Roles & Responsibilities**

The Governor meets regularly with the SENDCo to make sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. They also makes sure that the school has an up to date SEN Policy and asks questions to ensure we are doing our utmost to support the needs of all our children with SEN.

### **Professional development for staff at Hillcrest Primary School**

The School recognises that high-quality training is vital for all staff to ensure they have the knowledge and skills to support our children with SEN. Over the past few years, staff have received the following training:

- Trauma informed Approaches (SENDCo and wider school)
- Feelings and Wishes (all staff)
- Using visuals (widget) in the classroom (all staff)
- Colourful Semantics (all staff)
- Writing Individual, personalised learning plans (teachers)
- Making Sense of Autism (all staff)
- Positive Behaviour Support (Step On) training (all staff)
- Reading for All (SENDCo)
- Safeguarding (All staff)
- Variety of Speech, language and Communication CPD (SENDCO & TAs)
- INDES Moderation (SENDCo)

School matters relating to SEN are discussed and shared in weekly meetings as necessary, for example, the introduction of new documents and any proposed changes to practice.

Next steps:

- SENDCo and Assistant SENDCo to complete refresher for Step on training and deliver refresher to staff at the beginning of the next academic year.
- SENDCo and Assistant SENDCo to widen knowledge of OT toolkit on Just One Norfolk
- SRB Lead Teachers to continue to provide CPD to wider staff around cognition and learning adaptation.

## Supporting children's social, emotional and mental health development

At Hillcrest Primary School, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. We also use the Thrive approach across the school as a therapeutic framework to support the social and emotional development of children by providing practical, evidence-based strategies for emotional health and well-being.

For those children who find aspects of this difficult we offer additional support; this may include small group or 1:1 sessions with our Thrive practitioner. We will also work alongside parents and external agencies such as the Schools and Communities team, the Mental Health Support Team and the Swan Youth Project to deliver more specific support to meet their individual needs.

We feel strongly that we need to do whatever we can to ensure children feel safe, calm and ready to learn. For many children emotional regulation is one of their biggest barriers to learning and over the past few years we have prioritised this at Hillcrest. Examples of provision we offer include differentiated morning movement time (Daily Mile, Movement breaks and Sensory Circuits), calm spaces and 5-point emotional scales. This work will continue to adapt in order to meet our children's needs.

### How do we find out if the support we provide is effective?

Monitoring children's progress is an integral part of teaching and leadership within Hillcrest. Staff, pupils and Parents/Carers are involved in reviewing the impact of interventions and support for learners with SEN. We follow the 'assess, plans, do, review', graduated approach model and aim to involve



parents/carers and children in each step. At Hillcrest we call this an All About Me (AAM) plan. All children on the SEN register will have an AAM plan which is discussed, adapted and created as part of parents' evening.

### **Step 1. ASSESS**

Children are assessed and a baseline is recorded. For example:

- An assessment of the phonic sounds children can read or write
- An assessment of how many high frequency words a child can read on sight
- How often they call out in class?
- How often they become emotionally dysregulated and what the potential triggers could be.

### **Step 2. PLAN**

Teachers, in conjunction with the SENDCo, select some additional provision to help the child. The teacher, parent/carer and learner have a termly meeting (All About Me plan) where they agree what they hope will be different following this intervention or support. This meeting is an opportunity for everyone to work together to make decisions about a child's support.

The AAM plan is a one-page profile for your child identifying what they like/enjoy, what they find difficult, as well as what helps them learn. It also details any additional intervention provided. Included in the AAM are 2-3 realistic targets. They are measureable and achievable. For children who have an EHCP these targets are directly linked to the outcomes in their EHCP.

Pupil and parent/carer voice form a vital part of the All About Me plan and their views and support are outlined on the plan. This enables pupils and parent/carers to be able to participate, understand and give their views on what the next steps should be.

### **Step 3. DO**

Interventions, adjustments and support are carried out over a period of time, usually a term. This might include in class interventions, small group interactions

or 1:1 support. Records are made and progress is monitored by the class teacher and/or teaching assistant.

#### **Step 4. REVIEW**

After a period of intervention, the child is re-assessed to find out whether they have made progress and the target has been achieved. A decision is then made whether to continue with, stop, or change the target area. Children, parents/carers and their teaching and support staff are all involved in reviewing the progress.

#### **What happens if my child's needs are complex and cannot be met at SEN Support?**

Most children at Hillcrest Primary School have their needs met with **SEN Support**. However, if a pupil has complex and significant special educational needs, that cannot be met through the provision that is available through SEN support, it may be appropriate to request an EHC (Education, health and care) needs assessment from the local authority. This can only happen once all avenues of SEN support have been investigated. More information about **Education Health and Care plans** can be found [here](#).

#### **How accessible is Hillcrest Primary School?**

The main building at Hillcrest Primary School was built in 1980 and has been extended over time, with a new block in 2018. The main school is on one level and all parts of the building are accessible. Our newest building (the i-building) has an upper floor which is accessible by an internal lift. The front door is wide enough for wheel chair access and there are ramps at the outside entrances. All areas of the school, including the playground are accessible by wheelchair.

There are purpose built and fitted disabled toilets, which has a door width suitable for easy wheelchair access, in the main building and both floors on the i-building.

All classrooms are fitted with blinds so that excessive glare can be excluded from the rooms. Classrooms are carpeted thus reducing noise levels. Lights in the classrooms have also been refitted to LED to reduce glare, 'buzz' and strobing.

## Funding for SEN

Hillcrest Primary School receives funding directly to the school from the Local Authority to support the needs of the learners with SEN.

The funding we receive is used to provide teaching assistant support, interventions, resources, outside professional advice and additional support as described on Graduated Provision Map. Over the past 12 months there have been significant changes to SEND funding in Norfolk but we strive to be creative and use the funding as effectively as possible to meet the diverse ranges of SEN at Hillcrest.

Changes to SEND top-up funding (Element 3) – information provided for Norfolk families *“More and more children, both in Norfolk and nationally, need extra support to learn and this is significantly increasing costs for councils everywhere. The budget that the council receives for specialist education isn’t currently enough to cover the cost of provision in place and that means that it is overspent”.*

*“The council has decided to cap the budget at £35m so that it does not overspend further. This is a similar level of funding to that spent last year but it does mean that schools will receive a lower rate of funding.”*

## Other Opportunities for Learning including school trips and extra-curricular activities

- We have high expectations of all learners and encourage them all to be able to join in with all aspects of the curriculum; reasonable adjustments to the curriculum and the environment will be made for individual pupils when necessary in order to encourage all pupils to have access to the lessons; including activities outside the classroom. Where there are concerns of safety and access, additional arrangements are put in place to ensure that needs are met. We involve parents/ carers in these discussions.

- A risk assessment is carried out and approved by the Leaders before any school trip so that the lead teacher and staff have a clear plan of how any potential risks can be managed and overseen.
- Teachers or TAs trained in first aid accompany all school day and residential trips. If a child has a specific need which requires 1:1 support, this will be provided to ensure all children with special needs or disabilities can attend.
- We are an inclusive school and aim to ensure no child is excluded or prevented from participating in and enjoying the range of experiences offered at Hillcrest Primary School
- We offer a range of extra-curricular activities and these are shared at the start of each term. These are open to all children but where there are concerns of safety and access, we will endeavour to put additional arrangements in place to ensure that needs are met. We involve parents/ carers in these discussions.

### **Supporting significant transitions for children with SEN**

Transition is a part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school or setting. Hillcrest Primary School is committed to working in partnership with children, families and other professionals to ensure positive transitions occur.

#### **Joining Hillcrest Primary School:**

- The Headteacher/SENDCo/class teacher will liaise with the current Early Years Provider or school
- We may invite you to visit the school to have a look around and speak to staff
- Once your child's place has been confirmed by Norfolk County Council, we will invite your child to attend the transition sessions in Reception class. Enhanced transition is available for those needing greater familiarisation.
- We may visit your child at the current setting or in the home.

## **Moving Class**

Moving classes will be discussed with you and your child towards the end of the summer term. If needed, they will receive an enhanced transition and/or Social Story about their new class. They will have the opportunity to visit their new class. During annual reviews for EHCPs, a teacher from the next class will be present where possible.

## **Moving to a different school:**

Depending on the needs of the child:

- Phone/email contact with new school if necessary for transition
- Social stories about moving to a new school
- Visits to the new school, with extra visits planned if needed
- The child's SEND File passed to the new school.

## **Moving up to High School**

We offer a range of transition programmes depending on the needs of the child:

- Enhanced transition (additional visits if needed)
- Transition activities with a familiar adult (usually TA)
- Transition sessions delivered by the Schools and Communities team
- Bespoke transition packages which can start as soon as the high school has been named

We will make sure that all records concerning your child are passed onto their new school.

## **How we support Parents**

At Hillcrest Primary School, we regard it as essential to work in partnership with parents/carers to achieve the best outcome for their child. Examples of support may include:

- Termly All About Me meeting with class teacher
- Regular opportunities to meet the SENDCo – parents evening/cafes
- Joint working with the Mental Health Support Team and Schools

and Communities Team

- Signposting and sharing useful information

## **Where can Parents get advice and support about SEN?**

**Norfolk SENDIASS** can offer information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education. They can be contacted by phone on 01603 704070 or by email [norfolksendiass@norfolk.gov.uk](mailto:norfolksendiass@norfolk.gov.uk)

**SEN and inclusion advice line** The phone line is open on weekdays from 9am until 5pm. It is for professionals and families to get the information they might need relating to SEN.

**Norfolk Local Offer-and-families/send-local-offer** is what is available in Norfolk for children and young people with SEND aged 0-25 and those who support them.

## **How Complaints will be dealt with**

As a school we endeavour to communicate effectively with pupils and parents/carers, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and believe, through being open and accessible, concerns can be both raised and dealt with calmly and quickly.

If the situation arises where parents have a concern about the provision being made for their child, please speak to the class teacher in the first instance. If it is still felt the school has not resolved the concern, then the school's Complaint Procedure – which is available on our website or by request - sets out clearly what the steps are to draw these concerns to the school's attention and to reach a satisfactory resolution.

## **Have your say**

'Thank you' for taking the time to read this SEN information Report. This SEN

report declares our annual offer to learners with SEN and to be effective it needs the views of learners, parents/carers, governors and staff.

Please get involved by attending review AAM meetings, responding to surveys, talking to your child's class teacher at parents' evening or making an appointment.

