

Hiltingbury Junior School – SEND Information Report 2025-2026

Hiltingbury Junior School is a fully inclusive setting and all pupils are fully integrated in the life of the school. Staff and Governors are committed to welcoming children of all abilities and believe that the school should be a caring place where all individuals are respected and treated equally.

This document provides information about how staff at Hiltingbury Junior School support pupils with special educational needs and disabilities (SEND).

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’

(SEND Code of Practice Jan 2015)

The school’s SENDCo can be contacted via the school office: adminoffice@hiltingburyjun.hants.sch.uk and telephone: 02380 261808

What is SEND?

How does Hiltingbury Junior School support SEND?

Personal Plans, Individual Behaviour Plans, structured interventions, Thrive & ELSA (Emotional, Literacy, Support Assistant)

How does the school know if children need extra help and what should I do if I think my child has special educational needs or disabilities?

Hiltingbury Junior School has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised, identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. Children are identified as having SEND through a variety of different ways including the following:

- Transfer liaison with infant schools or previous schools
- If a child is performing significantly below age related expectations in either reading, writing or maths
- Results of termly spelling and reading standardised tests
- Concerns raised by teachers or parents
- Other tests may be used if considered appropriate e.g. dyslexia screening
- Via correspondence with external agencies
- Through a paediatric health diagnosis

If parents or the school believe that a child has special educational needs, reference is made to Hampshire’s SEND Support and Guidance document to determine whether a child meets the criteria to be on the school’s SEND register. In instances where a child does not meet the criteria, but there are concerns about a child’s learning, the children continue to be monitored during lessons and these children are also discussed and monitored termly at SEND pupil progress meetings.

How will I raise concerns if I need to?

If you ever have any concerns about your child, in the first instance, contact your child's class teacher or make an appointment to see the Special Educational Needs Co-ordinator (SENDCo), via the school office.

How will the school support my child?

Teaching children with SEND is a whole school responsibility and we have a dedicated staff and Governor team, who strive for a High Quality, Inclusive approach to Teaching and Learning. Teachers are responsible for differentiating the curriculum and providing the appropriate resources to assist with learning. Teaching assistants and learning resources are deployed so that the curriculum is accessible to all. Teachers and teaching assistants may work with your child individually or within a small group setting, during different times of the week. Teachers work closely with the SENDCo to plan and oversee the support each child receives and monitor the progress of individual pupils on the SEND register.

How can I track my child's progress?

We are committed to maintaining clear and positive communication with parents about their child's progress. You will be invited to attend two parents' evenings each year to meet with the class teacher and SENDCo, additional meetings can also be requested.

If your child is on the SEND register, they will have a Personal Plan with clear, achievable targets linked to the National Curriculum or their individual needs. These targets are reviewed termly, and you will receive updates on progress and new targets. All targets are designed to be specific, measurable, and achievable, supporting steady progress. Where needed, targets may be adapted to ensure continued success.

For children with more complex needs, including those with an Education, Health and Care Plan (EHCP), progress is also reviewed through a formal annual meeting, ensuring that support remains effective and appropriate.

How are the governors involved and what are their responsibilities?

Our school has a designated SEND Governor, who meets with the SENDCo as part of their assurance and link visit to evaluate the impact of the school's provision of children with SEND.

What support will there be for my child's overall well being?

We have a school ethos of being kind, caring and supportive to all our pupils. Your child's class teacher has overall responsibility for the pastoral, emotional, medical and social care of each child in their class. If you should have any concerns surrounding your child's personal well being, do not hesitate to meet with their class teacher. If any additional support is required, the class teacher will meet with the SENDCo or Senior Leaders for further advice and in some instances, with your permission, outside agencies may be contacted to work alongside the school. The school has an Emotional Literacy Support Assistant (ELSA), who works directly with children who are currently experiencing emotional, communication or social difficulties. The school also has a Thrive practitioner, who delivers targeted intervention to help children progress with their social and emotional development. Additional adult support is also provided for children at break and lunch times, where deemed necessary and all children have access to the lunchtime 'Wellbeing Hub'.

At Hiltingbury Junior School, we also have a Child and Family Support Worker working with children and families across the school community to support their child's emotional, social and behavioural development.

How does the school manage the administration of medicines?

If a child needs to take medication during the school day, then parents must advise their child's class teacher and the school office. A medical administration form would need to be completed, which is available on the school website. The medication needs to be provided in the original packaging, clearly labelled with the child's name and in the case of prescribed medication should have the doctor's directions clearly visible on the pharmacy dispensing label. The expiry date should also be noted and a replacement supplied in good time. Children visit the office during the times that the medicine needs to be administered. Epi pens and inhalers however should be kept in your child's classroom. As a school we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations appropriately. There is a separate Medical Needs Policy available on the school website.

What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a whole school behaviour policy which can be found on our school website. If there are children who require additional support, we may need to develop an Individual Behaviour Pathway Plan (IBP) alongside the child and parents, to identify the specific needs and put relevant support in place. We also work closely with the 'Primary Behaviour Support Team' and Hampshire Local Authority Education Psychology services for further professional advice. The attendance of every child is monitored daily by the teachers, DSL's and school admin team. Lateness and absence are recorded and reported to the Designated Safeguarding team, who contact parents where there is cause for concern or to offer support for families.

How will my child be able to contribute their views?

Every child has the right to express their views on matters concerning school life. PSHE (Personal, Social, Health Education) lessons regularly take place where pupils have the opportunity to discuss any issues or viewpoints. Pupil views are also sought through our pupil voice groups and shared with pupil representatives. All children are encouraged to apply for a role in one of these groups.

Children who have Personal Plans are involved in the process of setting, reviewing and evaluating Personal Plan targets with their class teacher. If your child has an EHCP their views will be sought before any annual review meetings and the strengths and aspirations of the child are taken into consideration when setting future targets, which are written from a strengths based perspective.

Our school is committed to working in close partnership with Local Authority external agencies to ensure that pupils with SEND receive effective and appropriate support. We have established positive relationships with Local Authority services, including Occupational Therapists, Speech and Language Therapists, and Educational Psychologists, who provide guidance, assessment and practical strategies to support both pupils and staff.

These external professionals play a key role in helping the school to identify, assess and plan provision for pupils with special educational needs. They also support teachers in setting meaningful Personal Plan targets and adapting provision where needed. Parental consent is always obtained before any external support is involved.

Where appropriate, we work collaboratively with a range of professionals, including behaviour support workers, specialist teacher advisers, outreach teachers, physiotherapists, social care teams, GPs, school nurses and paediatricians. Regular communication and meetings ensure a coordinated and consistent approach to identifying, implementing and reviewing support for pupils with SEND.

What training have the staff supporting children with SEND had or are currently having?

Our school is committed to the ongoing professional development of all staff in recognising and supporting SEND. Regular professional development sessions throughout the year provide focused training on key areas of special educational needs, ensuring staff are well-equipped to support all pupils effectively.

The school's SENDCo holds the NPQSEN qualification. Our ELSA receives regular supervision from an Educational Psychologist, while teaching assistants access an annual training programme to support the delivery of targeted interventions. We also have trained staff who carry out dyslexia screening and Thrive assessments. All staff training is closely aligned with the school improvement plan.

How will my child be included in activities outside the classroom, including school trips?

As a school we are committed to ensuring that children with special educational needs have the opportunity to join in with all the activities of the school. Reasonable adjustments are made to school trips and risk assessments carried out to ensure everyone's health and safety will not be compromised, so that all children can participate and gain from outings. In the unlikely event that it is considered unsafe for a child to take part in an activity, parents will be consulted to discuss whether any additional arrangements can be made to enable their child to attend the trip or alternative activities, which cover the same curriculum areas, will be provided in school.

Equality and Accessibility at Hiltingbury Junior School

The school is committed to equality and the integration and inclusion of pupils with a wide range of needs across all aspects of school life. The school site is wheelchair accessible with ramped access to the outside, has a designated disabled parking space and has a fully modernised disabled toilet which provides sufficient space for changing. The school is split over two levels and where a child has a physical difficulty, which makes using the stairs not possible, there is flexibility to accommodate specific classes downstairs.

Further detail and information can be found in our school ['Accessibility Plan'](#) and ['Equalities Policy'](#)

How will the school prepare and support my child when joining the school and transferring to a new school?

The school aims for a smooth transition when any child joins or transfers to a different school. We liaise closely with staff when receiving and transferring children to different schools, ensuring paperwork is passed on and all needs are discussed and understood. When a child joins the school there is contact with their previous school and support services in order to continue the child's provision, with as little disruption as possible. We encourage all new children to visit the school prior to starting. For a child with SEND, we would encourage further visits to aid familiarisation of new surroundings. If a particular child finds transition difficult, then social stories are used and extra transition support is put in place by our school ELSA. If a child leaves the school, transfer information is available to a child's new school at the time of transfer.

Funding and Allocation of Resources for Children with SEND

Our school is committed, within the funding available, to ensuring that appropriate resources and support are in place for all pupils with Special Educational Needs and Disabilities (SEND). Resources are allocated carefully to match the individual needs of each child, ensuring that support is both effective and responsive.

Decisions about how resources are allocated are made through a collaborative approach. The class teacher, working in partnership with the SENDCo (Special Educational Needs and Disabilities Coordinator), will assess a child's needs and determine the type and level of support required. This may include adaptations within the classroom, targeted interventions, or additional adult support. As children's needs vary, the level of provision will differ, with some requiring more intensive support to help them progress towards age-related expectations.

Parents and carers are integral in this process and are involved in ongoing discussions about their child's provision. The school prioritises open and clear communication to facilitate outcomes.

For children with an Education, Health and Care Plan (EHCP), the level of funding is determined by the local authority based on the child's identified needs. Schools are expected to fund the first £6,000 of additional support for each child with an EHCP from their own budget. Any provision above this threshold is funded by the local authority through additional "top-up" funding. This ensures that pupils with more complex needs receive the enhanced support required to access High Quality, Inclusive Teaching and learning effectively.

How will progress and impact be measured?

The school uses a variety of sources to evaluate the impact of provision that children on the SEND register have received. We know if provision has had impact by:

- Reviewing outcomes on a child's Personal Plan
- Using reading and spelling standardised scores and teacher assessments in reading, writing and maths to monitor termly progress
- Formative and summative assessments throughout the year
- Teachers and TAs monitor the effectiveness of interventions pupils receive - taking into account any verbal feedback received from teachers, parents and children

In consultation with parents, a child may move off the SEND register when they have achieved age related expectations or made sufficient progress.

Complaints

In the event of a disagreement about how a child's needs are being met, parents should initially discuss the problem with the class teacher and or the SENDCo. If the problem is not able to be resolved, parents should then raise the matter with the Head Teacher. If it remains unresolved at this stage, parents should refer to the school's complaints policy for further information:

<https://www.hiltingbury-jun.hants.sch.uk/attachments/download.asp?file=568&type=pdf>

External agencies to support parents such as Support4SEND, can also be contacted. **[Who can I contact for further information?](#)**

Please contact your child's class teacher to share your concerns as needed. For further external support please contact Hampshire SENDIASS at <https://www.hants.gov.uk/educationandlearning/send/support4send>

Who should I contact if I am considering whether my child should join the school?

The school provides for children with a wide range of SEND. Contact the school office to arrange a meeting, who will willingly discuss how the school can meet your child's needs. Places for children with or without special educational needs are allocated in line with the school admissions policy and Hampshire County Council's admissions procedures.

Where can I get further information about services for my child/young person?

From September 2014 all local authorities have published a 'Local Offer' which contains information about services they expect to be available for children and young people with special educational needs (SEND) and /or disabilities aged 0-25 years. Click on the web link below to view Hampshire's 'Local Offer'.

[Hampshire's Local Offer for Special Educational Needs and / or Disabilities | Family and Services Hub \(hants.gov.uk\)](http://hants.gov.uk) [Information](#)