HILLCREST EARLY YEARS ACADEMY

SEND Information Report 2025

1. What should I do if I think my child has special educational needs?

If you feel that your child has special educational needs, or you are not sure if they have additional needs, the first person to speak to is the Class Teacher. Raise your concerns with them and discuss how your child is getting on. Together you will decide on a plan of action and next steps.

The Special Educational Needs Co-ordinator (SENCo) will be informed and if appropriate, the child may be placed on the Special Needs register.

Targets may then be put together or outside agency help may be requested.

Miss S Stokes	Headteacher
Mr C Inman	Deputy Headteacher, SENCo, DSL, Year Two Teacher.
Mr L Commander	Acting Headteacher, KS1 Lead
Miss M Fletcher	Year Two Teacher
Mrs V Toward	Year Two Teacher
Mr G Carlisle	Year One Teacher
Miss C Jones	Year One Teacher
Mr S Schofield	Reception Teacher
Miss L McCutcheon	Reception Teacher, EYFS Lead
Mr G Wilson	Nursery Teacher (Little Gems)
Miss K Chapman	Little Sparkles Room Lead
Miss T Grundy	Little Sparkles Room Lead

2. How will the school respond to my concern?

1. Initial concerns will be discussed

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2. A further meeting may take place with or without the SENCo or Phase Leader dependent on the need of the child.

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3. Assessments or observations may be requested either internally or by external agencies to support with setting suitable targets.

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4. A plan will be put together, which may include specific targets.

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5. The plan will be shared with the pupil, parents and supporting adults.

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6. The targets will be reviewed with pupils and parents within 3 months.

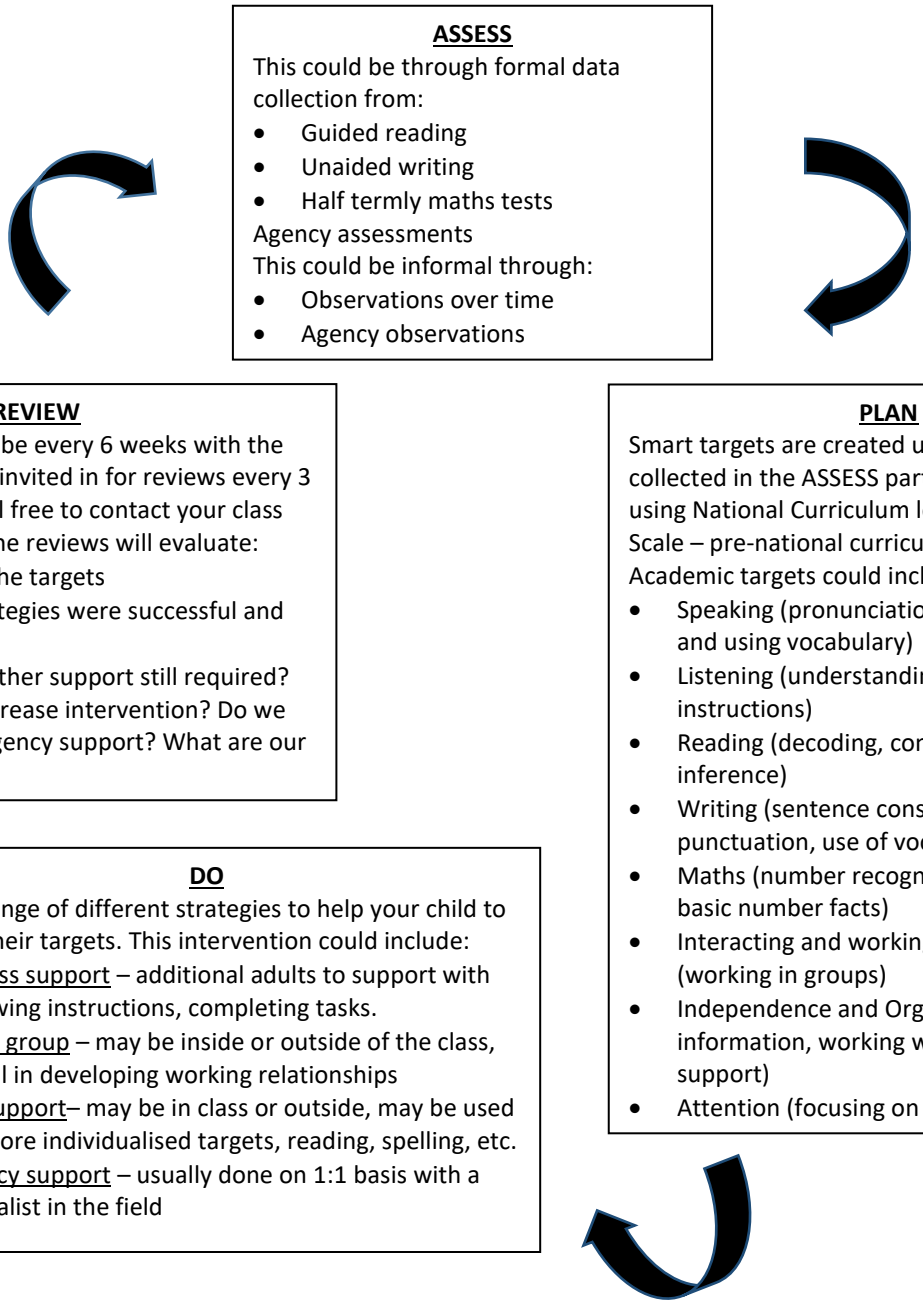
3. How will the school decide if my child needs extra support?

Decisions around additional support will be made on a personal basis, taking into consideration the whole child and what will aid them with their education. The decision will be made between the Class Teacher, or Phase Leader and the SENCo. This decision will be based upon the child's ability to access the curriculum and achieve within it. There may be assessments that are undertaken within school to help identify areas for development in order to ensure any support is targeted directly to these areas.

4. What will the school do to support my child?

Should your child require additional support, a programme will be decided by the SENCo, the teacher and the Senior Leadership team. We follow an 'Assess, Plan, Do and Review' cycle which means we assess the child's individual need, plan appropriate interventions, complete the intervention and then review its effectiveness and if the child needs any further support.

Any intervention is managed and monitored by the SENCo through the 'Provision Map' for each year group. The Provision Map provides information such as the type of intervention being received and any outside agency support.



5. Who will support my child?

Many people may be involved in supporting your child. These may include:

Who?	How and Why?
Class Teacher	Sets targets based on your child's individual needs. Is responsible for ensuring the intervention is provided.
SENCo (Mr Chris Inman)	Can support with effective target setting. Supports class teachers with ways to support in the classroom. May be able to signpost parents to other services or support. Monitors the effectiveness of intervention groups. May complete referrals to agency support, including writing letters of your child's needs. Will lead review meetings and complete relevant paperwork.
Teaching Assistants	Teaching assistants responsible for delivering specific interventions to small groups of children. They will regularly assess children to ensure the intervention is successful.
Midday supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through playground games, initiating play, monitoring progress in a specific area. Directed by the teacher to support the targets set.
Additional agency support	See section 7 for a detailed list. May complete assessments or observations to support with further details regarding your child's need. Will support with target setting. Will be involved in the review proves and deciding next steps.
SEND Trustee	Overseeing the provision for SEN in conjunction with the SENDCo. The SENDCo will work termly with the Governor to audit what is happening and look at ways of further improving.

6. What training and experience do staff have for the additional support my child needs?

All staff working within school have received SEN training in order to support children with addition needs. Teaching Assistants are trained in a variety of different interventions varying throughout the key stages.

Samantha Stokes (Headteacher)	Autism Training Positive Handling Restorative Behaviour Project ADHD Training
Lewis Commander (Acting Headteacher)	Precision Teaching Dyslexia Training Speech and Language Training Training in supporting SEN learners in the classroom.
Chris Inman (Assistant Headteacher, SENCo, DSL)	NPQ for SENCo (In progress) Positive Handling Precision Teaching Dyslexia Training Speech and Language Training

	Training in supporting SEN learners in the classroom.
Graeme Carlisle (Teacher)	Speech and Language Training Training in supporting SEN learners in the classroom.
Claire Jones (Teacher)	Speech and Language Training Training in supporting SEN learners in the classroom.
Laura McCutcheon (Teacher)	Precision Teaching Dyslexia Training Speech and Language Training Training in supporting SEN learners in the classroom.
Sam Schofield (Teacher)	Dyslexia Training Speech and Language Training Training in supporting SEN learners in the classroom.
Gary Wilson (Teacher)	Dyslexia Training Speech and Language Training Training in supporting SEN learners in the classroom.
Leanne Dennett (Teaching Assistant)	Precision Teaching NVQ Level 3 Colourful Semantics Paediatric First Aid Positive Handling Understanding children and young peoples mental health Rapid Phonics ELKLAN
Lorraine Jupp (Teaching Assistant)	Precision Teaching Rapid Phonics RALTO – Y2 Reading intervention Early Literacy Support Mid-day supervisors course Behaviour in Class Dinner Ladies – Games on the Playground NSPCC Child Protection Awareness Progression in Phonics and Playing with Sounds
Melanie Pridgeon (Teaching Assistant)	Colourful semantics Precision Teaching Positive Handling Understanding children and young peoples mental health Rapid Phonics ELSA Lego Therapy Supporting children with sensory difficulties
Kelly Chapman (Teaching assistant)	Speech and Language Skills Progress Checks

	Level 3 Diploma for children and young people's workforce Advanced level apprenticeship in early learning and childcare Specific Learning Difficulties
Emma Gregory (Teaching assistant)	Level 3 Diploma for children and young people's workforce
Sam Gibson (Teaching assistant)	Level 3 in Specialist Support for Teaching and Learning Level 2 Supporting Teaching and Learning in schools Specific Learning Difficulties ELSA Lego Therapy Level 2 SEN in EYFS
Sandra Ingram (Teaching assistant)	Level 3 Teaching Assistant ELKLAN BOSS Attachment Aware & Trauma Responsive Practice Dyslexia and Literacy Difficulties: Promoting Reading for All The Vital Role of TAs Supporting Pupils with EAL with Twinkl EAL ADHD Awareness Behaviour as Communication NCFS CACHE Level 2 Certificate in Awareness of Mental Health Problems NCFE CACHE Level 2 Certificate in Understanding Adverse Childhood Experiences Mental and Emotional Health in Schools Early Years Good Autism Practice of the Early Years AET Professional Development Programme LOCSALT Workshop Speech Sound Support TQUK Level 2 |Certificate in Understanding Children and Young People's Mental Health LOCSALT Developmental Verbal Dyspraxia Working with Children with learning Difficulties and Disabilities Special Educational Needs and Disabilities (SEND) e-learning Valuing SEND Approach and Tool LOCSALT Simple Hearing screen LOCSALT Means, Reasons and Opportunity Nasen Identifying Learner's Strengths and Needs LOCSALT Dyscalculia Changing the D's in ADHD LOCSALT Introduction to Minimal Pairs LOCSALT Long Sounds Access to learning for pupils with a vision impairment
Katie Penfield (Teaching assistant)	Level 3 CACHE Supporting Teaching and Learning

	Hays Online Training - Autism Hays Online Training - Dyslexia Behaviour Management
Kerry Lindbeck (Teaching assistant)	NAMCW Level 2 Supporting Children in Schools CACHE Level 2 Childcare
Eden Longland (Teaching assistant)	BA Hons Sociology and Criminology Virtual Teaching Autistic Pupils Virtual Teaching Pupils with ADHD
Cherrie Walker (Teaching assistant)	Level 3 apprenticeship in Early Learning and Childcare SEND training done so far are- Level 3 Speech and Language support for under 5's Implementing sensory play and brain breaks for children with SEND A Webinar for TA's to help unlock the potential of pupils with SEND SEND workforce development - Introduction Tier - Awareness of a Neuro-typical child SEND workforce development - Introduction Tier - Respecting Individuals SEND workforce development - Introduction Tier - SEND Code of Practice SEND workforce development - Introduction Tier - Types of SEND SEND workforce development - Introduction Tier - What is Inclusion? SEND workforce development - Introduction Tier - Working with Professionals SEND Code of Practice

All staff have had training in:

- Safeguarding and child protection
- Understanding and managing behaviour
- First Aid
- Epipen administration
- Expectations in English, Mathematics and Phonics
- Special Educational Needs
- Supporting ADHD profiles
- Autism Training
- Supporting a profile of PDA
- Regulation and De-escalation
- Dyslexia
- Supporting children with sensory needs
- Sensory circuits

7. Who else might be involved in supporting my child?

Depending on your child's need, outside support agencies may be asked to become involved, in order to support your child more fully.

Name	Agency	Support Available
Cleo Allan	Educational Psychologist – Lincolnshire Psychology Service	Observations Target setting Assessment for learning; personal, social and emotional needs Staff Training
Stacey Wilson-Smith	STAPs (Specialist Teaching and applied Psychology)	Working 1:1 with children to assess areas of strength and weakness within learning profiles. Target setting Staff Training
Specific named therapists working directly with your child.	Speech and Language Therapy	Assessments of speech difficulties and language acquisition Direct teaching
Alison Smith	Early Years Specialist Teacher	Completing assessments, observations of children in setting, help with referrals, ideas of interventions and support, signposting to other services.
Maxine Cawsey	Pupil Reintegration Team	Support with Pastoral Support programs.
Specific named professionals working directly with your child.	BOSS (Behaviour Outreach Support Service)	Working with individual children either in classrooms or 1:1 to support with behaviour Staff training
Lizzie Thompson	MHST (Mental Health Support Team)	1:1 support given to individual children based on their mental health and wellbeing needs (this is accessed through a referral system through the SENCo) Staff training
Adele Sheriff	WTT (Working Together Team)	Specific autism support accessed through the local authority tier system Observations including report writing and offering suggestions for support Staff training

We can also make referrals to:

- Early Help
- Child and Adult Mental Health Service (CAMHs)
- Healthy Minds
- ESCO (Early Support Coordiation)
- Physiotherapy
- Community Paediatrics
- Physiotherapy
- Mental Health Support Team
- Speech and Language

8. What support will there be for my child's emotional and social well-being?

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- All incidents are communicated to the relevant members of staff and recorded on CPOMs
- All child protection issues will be reported to Mr Chris Inman (DSL) and Miss Laura McCutcheon (DDSL).
- We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy).
- Intervention for personal, social and emotional development is planned for in both Foundation Stage and Key Stage 1. The content of this will vary dependent on the needs of the children. Stories, circle time and sharing experiences form a staple part of the group.
- Circle time happens in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.
- We have staff trained in ELSA (emotional literacy support) who can offer children either group or individual sessions to work on a number of different areas.
- Lego Therapy sessions which work on a 10 week block basis to build confidence and the ability to work in a small group taking on different roles.
- We use the Jigsaw scheme of learning for PSHE which has a focus on wellbeing and personal development.

<u>Medical needs</u>

- If your child has specific medical needs then please contact either your class teacher, the SENCo so appropriate plans can be put into action.
- If needed, a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires on-going medication, please contact the school office and complete a medicine administration form.

<u>Support for behaviour (including attendance, suspension and exclusion):</u>

If your child has specific difficulties regarding behaviour they may have a behaviour plan or an individual education plan. This will follow the ASSESS, PLAN, DO, REVIEW process.

- If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps to avoid exclusion.
- If the need arises, it may be appropriate for the school to complete a PSP (Pastoral Support Plan) which looks at supporting with behaviour and setting clear and concise targets that are reviewed regularly.
- Hillcrest Early Years Academy will work collaboratively with parents and outside agencies to put adjustments and support in place which aim to minimise the need for suspensions or exclusions.

9. How will my child be involved in the process?

Continuity of staff	As much as possible, your child will be supported by the same adults in order for them to develop an effective working relationship.
Use of social stories, cartoon conversations	These are written for individual children to help them understand how to manage their emotions for behaviours in a certain situation, e.g. anxieties about coming to school, acceptable behaviour on the playground.
Review Meetings	Your child will be asked for their thoughts regarding their progress towards their targets.
Regular opportunities to speak to an adult	Your child will have the opportunity to speak to an adult throughout the school day. Dependent on their age, they may be asked what they think, how they think they are doing and what else they think might support. This will be tailored dependent on the child's age.
Child's Voice	We will work to gather your child's voice in a way which is appropriate to both their chronological and developmental age in order to ensure their voice is captured.

10. How will the curriculum be matched to my child's needs?

All classrooms follow a HQT (High Quality Teaching) approach whereby the teacher and teaching assistant ensure that all children are able to access the learning. This could be through the use of additional resources, adult support, different teaching methods, interactive and fun ways of introducing topics and the use of concrete resources as much as possible to help support learning.

Reasonable adjustments are made where required to ensure that all children are able to access the learning and activities that are taking place both inside and outside of the classroom. We are an inclusive school and ensure all children are included in everything, with adjustments in place for those that require them.

Children may also receive additional support through the use of short intervention sessions where key aspects of learning are revisited in order for the children to gain a deeper understanding. This will look different for each child dependent on their needs. Interventions are carefully planned to ensure that children are not missing key parts of their classroom learning. Timetables are also flexible and alter to ensure that children are not missing the same parts of lessons each week to ensure they access a broad and balanced curriculum.

11. What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

Opportunity	Details	Frequency
Review meetings	As stated in section 4	Every 3 months or sooner if required
Assessment or observation feedback (Agency led)	To feedback an assessment report or observation either by the agency or the SENCo If these are completed close to the review meetings, then feedback may be during this time.	Dependent on the need for the agency involvement
Parent consultations	If your child's targets directly relate to the classroom, e.g behaviour, attention, organisation then these may be discussed during parent consultations.	Twice per year
General teacher feedback	If your child's teacher has a specific feedback, e.g. to celebrate success or to discuss any concerns, this will happen in between the above meetings.	Dependent on the needs of your child
Home-school communication	It may be required to set up a manageable home-school book or chart which may form part of your child's behaviour plan. There is also the use of Class Dojo.	Dependent on the needs of your child

Your child's teacher will make themselves available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time.

12. How does the school know how well my child is doing?

In Early Years, the children are assessed throughout the sessions and observations and interactions are captured on Tapestry. This ongoing assessment creates a picture of the whole child which can then be assessed against the Early Years Framework to ascertain whether they are meeting their age-related expectations or not. If children are not meeting the expected expectations, additional work will be undertaken both within the environment and through small group or individual interventions to support the child to develop the knowledge and skills required. Teachers are able to use other assessment tools such as

WELLCOM (language development screening tool) to ascertain strengths and areas for development and focus support where it is required.

In Key Stage One the children are assessed on a daily basis through the work that they have been doing. They are assessed against the National Curriculum Levels. Every half term there is a more formal assessment week where the children might need to answer a variety of Mathematics questions or write a short story. This will be assessed against the expectations of the child's age and stage and recorded. For those children who are not yet accessing the national curriculum levels, B Squared is used. Within this, levels are broken down in to smaller, more manageable steps and begin at pre-national curriculum moving on to the National Curriculum. It enables us to show small steps of progress, which is vital when looking at a child's development.

In addition to this the children complete a Phonics assessment where phonic knowledge is checked to ensure the children have learned and remembered relevant phonemes. The children may also complete a reading, spelling and grammar test which once marked, gives a reading and spelling age.

If it is felt your child is struggling to progress at an expected rate for *them* it may be necessary to move forward to formalise their needs through applying for an 'Education Health Care Plan'. This document outlines your child's needs and what can be done to support them. It may come with additional funding that would be used in school in order to support your child. This is a document that school have to legally follow. These will bring together the education, medical and social care needs (as appropriate) of your child.

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

There is a breakfast and an after-school club which are available for children from Reception to Year 2. Any children are welcome to attend. Please contact the office for any additional information you may require.

Each year group will go on at least one school trip within the year to enhance learning outside the classroom. This may include walks to local areas or attending a trip on a coach to access things further away from the school. We always seek opportunities for our children which are inclusive and enable all children, regardless of need or disability, to attend.

If you feel your child may experience difficulty with attending a school trip lease speak to either the class teacher or the SENCo, however your child will always be included, and their individual needs are taken in to consideration within our risk assessment.

All children have an equal right to attend our school trips and breakfast and after school clubs.

14. How accessible is the school environment?

To support your child in accessing the school facilities we have:

- Ramp access to key areas of the school
- A disabled toilet in both the main school and the creative cabin
- Access to ICT equipment
- Visual signs around the Academy
- A full accessibility plan which is available on request.

15. How will the school prepare and support my child to join the school?

- Send members of staff to visit the nurseries to meet your child
- Liaise with key Nursery staff as appropriate
- Receive and use paperwork from the nursery e.g. your child's learning journey, any SEN or medical information.
- Transition times where your child can come in to school, meet their new teacher and classmates and explore their new learning environment.
- New to Nursery and New to Reception meetings for parents.
- Packs sent out including a variety of information.

We will endeavour to meet with you to discuss your child and their needs. Please arrange a date with the office.

16. How will the school prepare and support my child with transition?

- Meeting with, or passing information on to the teachers and SENCo at your child's junior school.
- Organising transition times for your child to see their new school and teacher.
- Organise additional visits to the new school if required.
- Organise additional review meetings in order for members of staff from the new school to attend.
- Get support from outside agencies as required.

17. How can I be involved in supporting my child?

Parents are given a lot of practical ways to support their child's development in school and at home. We often give parents:

- Games for developing memory, spellings, maths
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, before they read to you
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians

Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers, check spellings
- Share your own talents, e.g. art, sports, career advice
- Share your knowledge our child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. talent days, music events, craft afternoons, art exhibitions

18. How can I access support for myself and my family?

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Lincolnshire Children's Services	01522 554673	https://www.lincolnshire.gov.uk/childcare-family-support https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/childrens-social-care-1
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre Grief & Loss	01522 546168	http://www.lcgl.org.uk/
Gainsborough Children's Centre	01427 617767	GainsboroughCC@lincolnshire.gov.uk
Virtual Autism Hub	01522 458588	lpft.virtualautismhublincs@nhs.net
ESCO (Early Support Coordination)	01522 782111	Parents can request a meeting to discuss services and support available. Ring the number to book.

Lincolnshire County Council Local Offer can be found at:

https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page This contains information regarding the SEN provision across the county.

19. Who can I contact for further information?

If you require any further help or support, please contact:

- Your child's class teacher as first point of contact
- Mr Chris Inman (SENCo) – on 01427 613483 or make an appointment with the office.
- The school office and they will put you in contact with the appropriate person. 01427 613483

20. How will any complaints from parents or children with special educational needs be handled?

Any complaints regarding special educational needs will be handled in accordance with the Academy Complaints Policy. Should you require a copy of this, it is readily available on the website.