

Sir Edmund Hillary Academy

SEND Information Report 2026-2027

Our School



Our Vision:

At Sir Edmund Hillary Academy our vision is to create a happy, safe, and inclusive learning environment that celebrates diversity and values community. We aim for our children to be courageous, confident, and curious learners who are resilient, hardworking, and achieve their full potential. For those children with additional needs or with a disability, we want them to feel that they are a valued part of our school community and that they belong. We respect that children with SEND may:

- Have different educational and personal needs to their peers
- Need additional or different strategies for learning
- Make progress at different rates and in different ways
- Need a range of adaptive teaching

We aim to remove barriers and encourage all our pupils to achieve to the best of their abilities through quality first teaching in a supportive and caring environment. Where learners require additional to, or different from the universal provision available, we are committed to ensure that the needs of all learners are met.

September 2026 Information

We currently have 296 children on role (September 2025)

There are currently 53 children on SEND register with a range of needs from universal to specialist.

6 children that have an EHCP (2%) and 10 children have AFN funding in place (3.4%).

Currently, the breakdown our SEND needs in school, according to Area of Need is:

PLASC	Numbers per year group (School Support and above)								TOTAL
	N	R	Y1	Y2	Y3	Y4	Y5	Y6	
C Communication and Interaction	0	1	2	7	2	3	6	7	31
B Social, Emotional and Mental Health	0	0	0	0	2	0	4	0	4
A Cognition and Learning	0	0	0	2	3	5	4	3	20
D Physical, Sensory and / or Medical	0	0	0	0	2	0	0	0	4
BOLD = Autism diagnosis	Total	0	1	2	9	9	8	14	10
<u>Underlined = Springboard / SAP involvement / PDSS / SFSS / EYFSFS / BPP / EP</u>	<u>%age of cohort</u>	<u>0</u>	<u>3.5%</u>	<u>6%</u>	<u>22.5%</u>	<u>22.5%</u>	<u>29.6%</u>	<u>24.5%</u>	<u>17.2%</u>
<i>Italic = Health- Small Steps / Paediatrician / SALT</i>	<i>Total in cohort</i>	<i>9</i>	<i>28</i>	<i>33</i>	<i>40</i>	<i>40</i>	<i>27</i>	<i>57</i>	<i>58</i>
									School Total = 292



Special Educational Needs

At Sir Edmund Hillary Academy we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

			Cognition and Learning	
			Communication and Interaction	
			Social, Emotional and Mental Health	
			Physical, Sensory and / or Medical	
 Meet our SENDCO		The SENDCO is Mrs Wingfield If you would like to contact Mrs Newton, please call school on 01909 473982 or you can send an email to office@siredmundhillaryacademy.co.uk which will be forwarded on to her.		

 Identifying and Assessing Need	At Sir Edmund Hillary Academy we work closely as a team and if staff have a concern about a child's learning or progress, they can fill out a SEND Concern Form. If the class teacher has any concerns about your child, they will talk to you as parents and together you can decide what might help your child to make progress. Your child will then be monitored and teachers will make adaptations during lessons in order to support their needs.
	After a term, or possibly two, we will decide if your child needs to be placed on the SEND register (if their attainment or progress is still a concern). If this is the case you will be invited to a meeting, where we can talk about the targets your child may need to work on, how they will be supported in class and what you can do to help at home. We use the Assess, Plan, Do, Review cycle to support children with SEND needs:



Our approach to teaching children with SEND

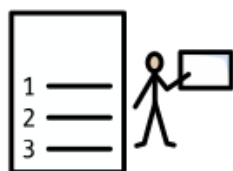
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the Ordinarily Available Provision guidance produced by the Local Authority to complement our teaching.



We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Sir Edmund Hillary Academy we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions every term and Mrs Wingfield is available at parents' evenings to discuss any concerns.

For children who are on the SEND Register, we will invite you to 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children's views feed directly into policies, school procedures and daily teaching of children with SEND.

Pupils are given opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



Evaluating Provision

At SEH Academy we spend significant amounts of time reviewing and monitoring our provision:

We discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

We review children's individual progress towards their goals at regular intervals, as a minimum every term.

We establish children's baseline before beginning interventions and review the impact of interventions at regular intervals.

We ask our children if they feel the adjustment or intervention is helpful and makes a difference.

Provision is regularly monitored by the SENDCO.

We regularly use tracking tools to update targets and measure progress.

We hold yearly reviews for children who have Education Health and Care Plans, or every 6 months for children who are in EYFS.



Staff Training

At Sir Edmund Hillary Academy, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.