



Sir Edmund Hillary Academy
A L.E.A.D. Academy

SEND Information Report 2026-2027

SEND at Sir Edmund Hillary Academy

Sir Edmund Hillary Academy is a mainstream primary school admitting students from aged 3-11 years.

This document should be read in conjunction with the SEND Policy, safeguarding policy and other related policies.

It is a whole school responsibility and priority to ensure that the needs of all learners with special educational needs and/or disabilities are met during their time at Sir Edmund Hillary Academy.

We are inclusive and cater for students who have needs in the four main areas identified in the Code of Practice 2014.

The four main areas of need are:

- Cognition and Learning
- Communication and Interaction
- Social, emotional, and mental health
- Sensory and/or physical, medical

Legislation & Guidance:

This report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care plans (EHCPs), SEND coordinators (SENDCos) and the SEND information report.

We aim for all of our students to reach their full potential, including those with SEN. Students are identified as having SEN when their progress has slowed or stopped in a particular area/s, and the interventions and resources we normally put in place do not enable improvement.

The **Special Educational Needs Code of Practice** gives guidance to education settings that help to identify, assess, and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

Principles Underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities.

These include:

- Taking into account the view of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making.
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people.
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood.

How does Sir Edmund Hillary Academy identify students who need extra help and what should I do if I am concerned my child may have Special Educational Needs?

At Sir Edmund Hillary Academy, students are identified as having special educational needs through a variety of different ways including.

- Transition work between ourselves and PVI settings.
- EYFS and Key Stage 1 results/ tests
- Concerns raised by parent/carers.
- Concerns raised by subject/ class teachers.
- Observations/learning walks
- Lack of progress in specific areas
- Health diagnosis through a paediatrician
- Regular Assessments

A child's learning may be monitored for a period of time if a teacher or parent/carer suspect their child may have a SEN need. The child is flagged up on our Concerns List and the SENDCO will have discussions with the class teacher, student and parents as to how we can move learning forward and close a gap. As soon as we have identified that a student has a SEN need, we will work in consultation with parents/carers to plan and review any support.

Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments.

Parents/carers are encouraged to pass on any information and concerns that they have about their child's health and background by contacting the school.

If you have concerns you can meet with Mrs Wingfield, the special educational needs and/or disabilities co-ordinator (SENDCo).

We pride ourselves on building positive relationships with parents and welcome parents contacting us via, email or phone or face to face meetings

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

The SENDCO or your child's class teacher are available to discuss any issues that you may have about your child.

Monitoring of students' progress is ongoing. Parents/Carers consultations are held termly to discuss your child's progress. When we feel that a student needs extra support, interventions are put into place and, where necessary, additional support from outside agencies is sought and commissioned.

Parents and carers will have termly reviews, where progress and targets will be discussed. The SENDCo will also be present at Parent's Evenings to answer any questions, and further advice will be offered on ways to support your child at home.

For those students with an education, health, and care plan (EHCP), annual review meetings are held where targets are set, and academic progress is discussed. These reviews will involve feedback from you and your child.

How will my child/young person be involved in the decision making regarding their support?

At Sir Edmund Hillary Academy we value and celebrate each student being able to express their views on all aspects of school life. We aim to do this through:

- Involvement in reviews and meetings where appropriate
- Self-assessment processes
- Teacher feedback
- Student Voice

How will school staff support my child/young person?

The school will follow a graduated approach to your child's learning. It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure the school is meeting your child's needs.

Targets will be set for your child, where needed. These targets will be monitored and reviewed so that you and your child are kept informed about the progress being made.

Class teachers are responsible for adapting the delivery of subject content so that the curriculum is accessible for any student with SEND.

Class teachers will put in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task and make progress. All children receive class teacher input via quality first teaching:

- The teacher will have the highest possible expectations for your child and all students in their class.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing adapted resources for your child.
- Lessons are adapted/scaffolded to meet the needs of your child and the class.

Progress is carefully monitored, and regular support is offered to all learners where it is needed. All students identified as having additional educational needs have a support plan. These plans ensure that staff are knowledgeable about an individual student's needs. They also provide staff with a range of strategies so that they can meet these needs within the classroom environment. Parents, teachers and students are all invited to contribute to the plans. These plans are reviewed annually.

Where a student has been identified as needing additional support because they have a special educational need and/or disability, the offer made to each student will be tailored to meet their individual needs. However, it may include:

- additional small group literacy and numeracy support
- phonics or numeracy-based interventions
- reading intervention (e.g. Lexia or Little Wandle Keep Up)
- speech and language programmes
- support from external providers such as Inclusion Support and educational psychologists.

A student's progress is tracked using whole school tracking systems.

The SENDCo oversees all support and progress of children requiring additional help across the school. This includes:

- Intervention specific to your child's need
- Termly reviews of support plans.
- Those students with an EHCP to have annual reviews, these are to include both the parent and, where appropriate, student.

Sir Edmund Hillary Academy has a very proactive approach to adaptation, committed to training and support for teachers to enable them to deliver a broad and balanced curriculum, which allows all learners to progress and succeed. There is a particular focus on teaching and learning with regards to learners with Autism and Communication and Interaction difficulties, Cognition and Learning needs and SEMH.

Should your child have significant medical needs, you will be invited to contribute to a health care plan. The school's medical policy provides guidance for parents/carers of students who may require medication during the school day.

How will the curriculum be matched to my child's young person's needs?

At Sir Edmund Hillary Academy, we understand that students learn at different rates. Students with SEND follow the same ambitious curriculum as their peers, however reasonable adjustments are made where necessary.

How accessible is the academy environment?

The school is wheelchair accessible, with two lifts enabling full access to school.

Aids such as visual timetables, laptops, iPads and resources to support regulation are available to students within class.

The learning needs and preferences of learners with SEND are considered when planning provision, and modifications are made where necessary. Teachers and TAs are aware of children's special interests and talents and use this information to secure relationships and engage in learning where necessary.

How will my child be included in activities outside of the classroom?

The academy prides itself on giving all students opportunities to shine in different ways.

Full participation in the curriculum and extra-curricular activities is expected for all those students with SEND where possible. We aim for all our students to be included on school day trips and residential stays as well as in after school clubs and Job Shop in Key Stage 2.

For some students a full risk assessment may be carried out in partnership with parents/guardians to ensure all aspects of health and safety are covered before a planned activity.

Risk assessments will be carried out if necessary and reasonable adjustments made, to ensure that students with additional needs can access all extra-curricular activities.

How will the school prepare and support my child/young person to join Sir Edmund Hillary Academy or the next stage of education and life?

We work closely with families and previous settings to ensure an individual package of transition is provided to each learner according to their transition needs.

Where children need additional transition to our school, this is built around their individual needs and circumstances. EYFS Teachers will visit students at their PVI setting to get to know them and ensure that clear information transfer happens. Students are invited to Transition Days in the Summer Term and receive extra visit days throughout July, dependant on personal needs.

We have close links with the local secondary schools and children may be offered additional transition sessions, where appropriate, to support the next stage of their educational journey.

How are our school's resources allocated and matched to children's/young people's special educational needs?

Decisions on how to allocate resources for other students are made according to availability and the specific needs of the student.

The SENDCo deploys learning support and other curriculum support to ensure that students with SEND benefit from specific interventions.

The SENDCo applies for Additional Family Need funding for certain children with SEN needs, following the Graduated Response.

Budget decisions are made in conjunction with the school governors and the Headteacher.

How is the decision made about what type and how much support my child/young person will receive?

Support is bespoke. It is dependent upon the needs of each student.

There are different layers of support and interventions available:

- Quality first teaching. This is where the class teacher adapts the delivery of the curriculum and the lessons to support the student.
- Interventions: These can be bespoke individual or small group interventions.
- 1:1 or 1:2 support for specific lessons
- External agency support

How does Sir Edmund Academy ensure that the staff have the expertise to support and work with my child?

Sir Edmund Hillary Academy ensures that staff are trained to support students with a wide range of special educational needs and/or disabilities.

This includes training on:

- neurodiversity
- Speech and Language
- Emotion Coaching
- behaviour management
- medical conditions
- safeguarding training (all staff)
- training linked to individual needs.

The SENDCO's job is to support the class teacher in planning for children with SEND. This may include whole school training on SEND issues or to support provision around a group of learners in school e.g. students with dyslexia or strategies to support students with ADHD.

Training can take place through whole staff training or by individual teachers and support staff attending courses that are relevant to the needs of specific children in their class. The aim is to ensure consistency of the school's approach for children with a SEND.

In addition to this:

- All of our support staff have had some training around Autism and Speech, Language and Communication
- All staff have been trained to understand how to de-escalate, using Emotion Coaching techniques.
- Identified staff have had training on moving and handling alongside first aid training.

What can I do if I am concerned about my child/young person's SEND provision?

Initial concerns should be raised with your child's class teacher or the SENDCo. You can approach us before or after school for a chat, or ring the school office and ask for a phone call if you would prefer. You may also like to send an email detailing your concerns and requesting a call-back. The email address is office@siredmundhillaryacademy.co.uk.

What specialist services and expertise are available at or accessed by the school?

The academy also accesses specialist services where appropriate including:

- Educational Psychology Service
- Physiotherapy
- Speech and Language Therapy Service
- Child Adolescent and Mental Health Services (CAMHS)
- BPBP
- Education Welfare Service
- School Nurse
- Social Care
- Occupational Therapy

Young minds www.youngminds.org.uk

Nottinghamshire County Council [Home](#) | [Nottinghamshire County Council](#)

Local Offer: www.nottshelpyourself.org.uk

Key contacts within the academy:

If you have any further queries, please contact Mrs Wingfield

