



HILTON LANE PRIMARY SCHOOL

Special Educational Needs (SEN) Information Report 2026-2027

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. **Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

At Hilton Lane we believe each child is special and that all have unique talents, interests and strengths. We welcome all children into our school regardless of their individual needs and will strive to fully meet those needs. All staff recognise their responsibility to nurture children whatever their individual needs and to encourage and help each child to achieve their full potential, not only intellectually, but also physically, creatively, emotionally and socially. It is our belief in creating an inclusive environment where all children, parents and staff can feel a valued part of our school community. Please see our school SEN policy on the website. The school buys into a speech and language therapist and an educational psychologist to support and assess children. As part of our special needs provision, we endeavour to ensure the identification, assessment of and intervention for pupils with dyslexia.

We access the Primary Inclusion Team which supports us with early intervention for pupils with Social Emotional Mental Health (SEMH) needs. We also make referrals to Salford's Learning Support Service which provide support to children with SEND and school staff to ensure every child has the best access to education to be able to achieve their potential.

Our SEN vision statement- At Hilton Lane Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make the school a happy, welcoming place where children can achieve their full potential and develop as confident individuals. The school aims to fulfil all children's entitlement to a broad and balanced curriculum, enabling them to participate in the life and work of the school to the best of their abilities, whatever their needs.

Hilton Lane Primary school has been awarded the Emotionally Friendly Schools status, School Games (Silver), and the Dyslexia Friendly Schools status.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	<i>Autism spectrum disorder (ASD)</i>
	<i>Speech and language difficulties (SLCN)</i>
Cognition and learning	<i>Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia (SLD)</i>
	<i>Moderate learning difficulties (MLD)</i>
	<i>Severe learning difficulties (SLD)</i>
Social, emotional and mental health	<i>Attention deficit hyperactivity disorder (ADHD)</i>
	<i>Attention deficit disorder (ADD)</i>
Sensory and/or physical	<i>Hearing impairments (HI)</i>
	<i>Visual impairment (VI)</i>
	<i>Multi-sensory impairment (MSI)</i>
	<i>Physical impairment (PD)</i>

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs Co-Ordinator (or SENCO)

Our SENCO is Bethany Pilling.

Bethany has four years' experience in the SENCO role has 10 years' experience as a teacher.

*Bethany achieved the National Award in Special Educational Needs Co-ordination in July 2024
She is allocated 2 days a week to manage SEN provision.*

Class Teachers

All of our teachers and teaching assistants receive in-house and external SEN training and are supported by the SLT Team to meet the needs of pupils who have SEN.

Staff at Hilton Lane Primary School receive ongoing professional development to ensure high-quality, consistent support across the school. CPD is driven by the needs of the children to ensure staff are skilled to effectively meet children's needs.

Teaching Assistants (TAs)

We have a large team of TAs who are trained to deliver interventions such as speech and language, rapid reading, Number stacks, precision teaching,

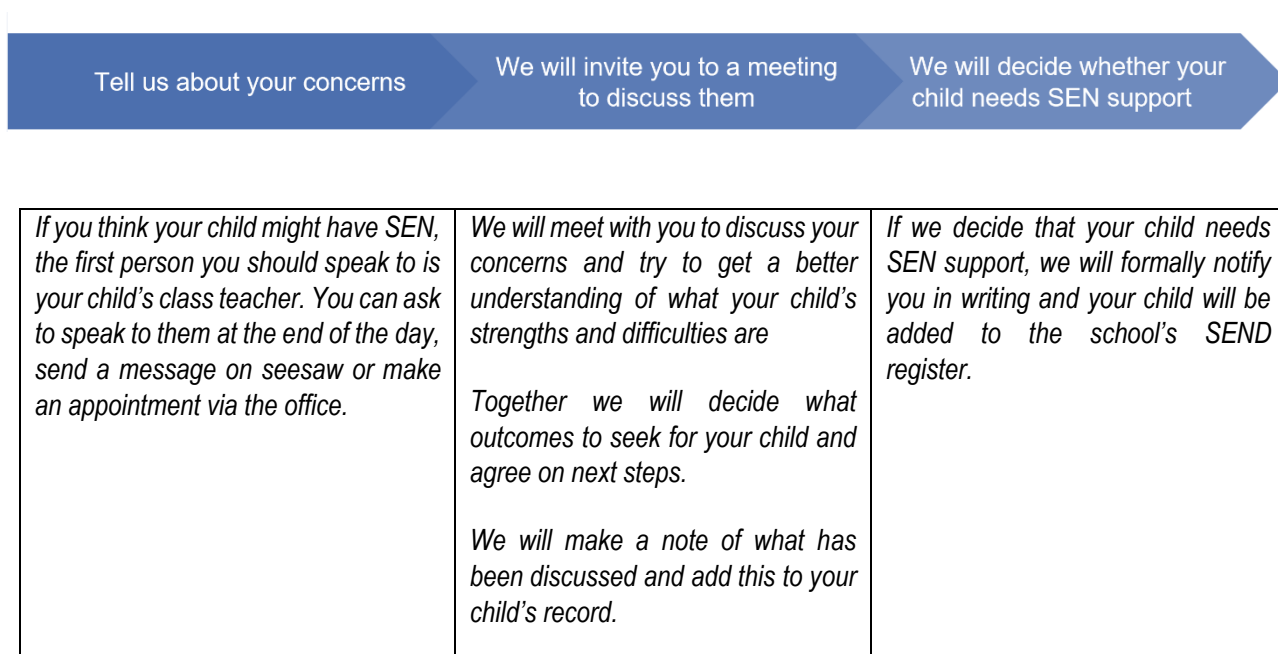
Teaching assistants who deliver speech and language interventions attend regular training delivered by Salford Speech and Language Service.

External Agencies and Experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA) provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

[OBJ]

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. The pupil will be discussed at pupil progress meetings which take place termly. These meetings are attended by the Head teacher, SENCO, Family Liaison Officer and class teacher. If they can find a gap, they will give the pupil extra intervention to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

At the next pupil progress meeting, if the pupil is still struggling to make the expected progress, the class teacher will contact you to discuss the possibility that your child has SEN. The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

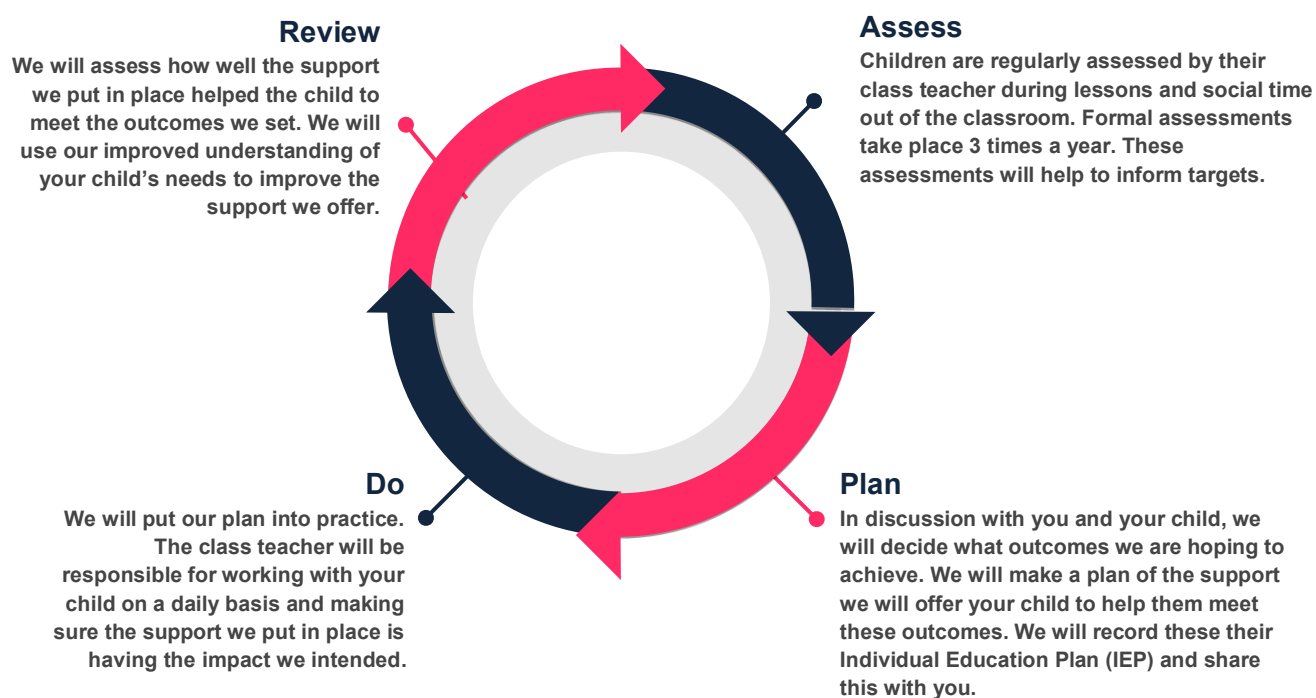
If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

- *Hilton Lane*

We will follow the 'graduated approach' to meeting your child's SEN needs.

*The graduated approach is a 4-part cycle of **assess, plan, do, review**.*



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These are recorded on your child's Individual Education Plan (IEP).

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment.' We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Hilton Lane views parents and carers as key partners in their child's education and is committed to working closely with families to ensure the best possible outcomes for every pupil. Parents are actively involved in decision-making about their child's learning, development and support.

Staff are available to meet with parents at short notice to discuss any queries or concerns, and parents may also contact the school to arrange an appointment with any member of staff.

Hilton Lane provides regular planned opportunities for parental involvement, including two parents' evenings each year, stay and plays, Annual Review Meetings, as well as school productions, themed weeks, class assemblies and team productions.

A strong home-school communication system is in place. Parents can communicate with staff via the school communication app (seesaw) or by email.

Parents are represented within the school community, ensuring their views contribute to the ongoing development and improvement of school provision.

We will provide annual reports on your child's progress. Your child's class teacher will meet you three times a year, to:

- Set clear outcomes for your child's progress*
- Review progress towards those outcomes*
- Discuss the support we will put in place to help your child make that progress*
- Identify what we will do, what we will ask you to do, and what we will ask your child to do*

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we are meeting your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can book an appointment with the class teacher via the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to share their work (where appropriate) and give feedback wherever possible.
- Prepare a presentation, written statement, video, drawing etc
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. we will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Teaching assistants will support pupils in small groups, where appropriate

We may also provide the further interventions (not an exhaustive list):

- Rapid Reading
- Number stacks
- Precision teaching
- Speech and language intervention
- Hearing your child read more frequently
- Additional targeted class teacher and TA support
- Nurture interventions

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
	Autism spectrum disorder (ASD)	<u>Wave 1</u>

Communication and interaction	<i>Speech and language difficulties</i>	<i>Visual timetables</i> <i>Social stories</i> <i>Speech and language therapy</i> <i>Individual now and next</i> <i>Individual visual timetable</i> <i>Personalised curriculum</i> <i>Comic Strip conversations</i> <i>Brick by brick</i> <i>Colourful semantics</i> <i>Emotion coaching</i> <i>Shrek approach (EYFS)</i> <i>Topsy Paige talk strategies</i> <i>Alternative methods of recording (Seesaw, laptop etc)</i> <u><i>Wave 2</i></u> <i>Objects of reference</i> <i>Individual work station</i> <u><i>Wave 3</i></u> <i>Intensive interaction</i> <i>Attention autism</i> <i>Personalised timetable</i> <i>Referral to Educational Psychologist</i>
Cognition and learning	<i>Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia</i>	<u><i>Wave 1</i></u> <i>Specific maths / reading / writing intervention</i> <i>Small group work</i> <i>Use of widgit to adapt work</i> <i>Individual task plan</i>
	<i>Moderate learning difficulties</i>	

	<i>Severe learning difficulties</i>	<i>Word banks</i> <i>Colourful semantics</i> <i>Little Wandle phonics intervention</i> <i>Alternative methods of recording (Seesaw, laptop etc)</i> <u><i>Wave 2</i></u> <i>Precision teaching</i> <i>Literacy Pack (LSS)</i> <i>Referral to LSS (cognition and learning)</i> <i>Rapid catch-up phonics intervention for KS2</i> <u><i>Wave 3</i></u> <i>Referral to Educational Psychologist</i> <i>Specific 1:1</i> <i>Highly adapted curriculum</i> <i>Personalised timetable</i>
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Social, emotional and mental health	<i>ADHD, ADD</i>	<u><i>Wave 1</i></u> <i>Daily emotion check-in</i> <i>Sensory circuits at playtime</i> <i>Comic strip conversations</i> <i>Team Teach strategies</i> <i>Brick by brick</i> <i>Emotion coaching</i> <i>Nervous System Protocols</i>
	<i>Adverse childhood experiences and/or mental health issues</i>	<u><i>Wave 2</i></u> <i>Timetabled sensory circuits</i> <i>1:1 meet and greet</i> <i>Nurture groups</i> <i>Supported transition</i> <i>Specific work undertaken with learning mentor</i> <i>ABC recordings</i> <i>Access to sensory room</i> <u><i>Wave 3</i></u> <i>Referral to Primary Inclusion Team (PIT)</i> <i>Referral to Educational Psychologist</i> <i>Highly adapted curriculum</i> <i>Build-up timetable</i> <i>Personalised timetable</i>
Sensory and/or physical	<i>Hearing impairment</i>	<u><i>Wave 1</i></u>
	<i>Visual impairment</i>	<i>Wobble cushion</i> <i>Movement breaks</i>
	<i>Multi-sensory impairment</i>	<i>Coloured overlays</i>

	Physical impairment	Pencil grip Reduction of copying from the board Ear defenders Regulation tools Therabands Sensory chews <u>Wave 2</u> Weighted lap blanket Adaptions to activities, materials and the environment where necessary Referral to Learning Support (VI, HI) <u>Wave 3</u> Co-ordination matters (OT) Referral to Educational Psychologist Highly adapted curriculum
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**This is an anticipatory document as it is responsive to the needs of our pupils.*

Hilton Lane Primary School acknowledges that Salford's OAIP complements its provision by providing an inclusive practice framework, shared expectations, resources and a graduated approach that supports decision-making, consistency, and better outcomes for children with SEND. It also links closely with Salford's Local Offer, helping families access information, services and support.

These provisions are part of our contribution to Salford's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (If they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority by applying for an Education, Health and Care Plan (EHCP).

11. How does the school meet the needs of all of its pupils?

All of our extra-curricular activities and school visits are available to all of our pupils, including our before and after school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day, nativities, Y6 production, water sports and other special events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or disability?

The schools admissions policy is applied fair and equitably to all children, including those with special educational needs and disabilities. Those with identified additional needs may have the following:

- A gradually increasing start, depending on the child's needs*
- A meeting with the class teacher / SENDCo and parent / carer*
- Contact with the previous setting, if applicable*
- Additional visits / stay and play if required* **How you make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated**

Hilton Lane applies the Salford Local Authority procedures to admissions.

13. How does the school support pupils with disabilities?

Hilton Lane has a comprehensive website where the public can access details of the school.

Hilton Lane is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

Hilton Lane will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavors to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

10. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to be part of the School Council where appropriate.*
- Pupils have the opportunity to join enrichment activities.*
- School staff know pupils well and work to enable them to understand their feelings and improve their own self-regulation.*
- We provide extra pastoral support delivered by the learning mentor*

- *Hilton Lane has zero tolerance to bullying and reports all cases of bullying to the Governing Board.*
- *School has Emotionally Friendly Schools Bronze Award.*

Nikki Crowther is trained in Mental Health First Aid.

11. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- *Have a robust handover with the current and next class teacher*
- *Extra transition*
- *Share a social story on Seesaw over the summer holidays*

Between schools

When your child is moving on from our school we will contact the new school to share your child's Individual Education Plan (IEP).

Between phases

Hilton Lane Primary feeds to a number of secondary schools. Parents are encouraged to visit these in order to make an informed choice. For children with an EHCP, these decisions need to be shared at the Year Five annual review meeting.

The SENCO of the secondary school will meet with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

12. What support is in place for looked-after and previously looked-after children with SEN?

Nikki Crowther, our Family Liaison Officer, is appointed as Designated Teacher and is responsible for promoting the educational achievement of cared for children and previously cared for children. Bethany Pilling (SENCO) works closely with Nikki to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. PEP reviews are completed each term.

13. What should I do if I have a complaint about my child's SEN support?

Should any parents or young people have any concerns please review the flow chart below for contact details:	
1.	Class teacher
2.	SENCo – Bethany Pilling
3.	Headteacher – Hayley Kearsley

Should the concern not be resolved, any parent and/or carer of a pupil in a school will be able to make a complaint about the provision of facilities or services that the school provides following the complaints policy.

14. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Salford's local offer. Salford publishes information about the local offer on their website:

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Salford Information Advice and Support Services \(SIASS\)•Salford City Council](#)

Local charities that offer information and support to families of children with SEN are:

https://directory.salford.gov.uk/kb5/salford/directory/results.page?localofferchannel=4_1

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

15. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan.
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area.
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment.

- **SENCO** – *the Special Educational Needs Co-ordinator.*
- **SEN** – *Special Educational Needs.*
- **SEND** – *Special Educational Needs and Disabilities.*
- **SEND Code of Practice** – *the statutory guidance that schools must follow to support children with SEND.*
- **SEN information report** – *a report that schools must publish on their website, that explains how the school supports pupils with SEN.*
- **SEN support** – *special educational provision that meets the needs of pupils with SEN.*
- **Transition** – *when a pupil moves between years, phases, schools or institutions or life stages.*