



## SEN Information Report for Hiltingbury Infant School and Hiltingbury Schools' Language Resource Provision 2025-2026

Name of School:	Hiltingbury Infant School
Name of Responsible Headteacher:	Mrs Phillippa Longman
Date Reviewed:	November 2025
Next Review:	November 2026

### Illustrative Regulations for Committee Special Educational Needs (Information) Regulations Clause 65

#### Overview of school

Hiltingbury Infant School is a mainstream school with a Language Resourced Provision.

Hiltingbury Infant School is a caring inclusive setting, with all pupils fully integrated in the life of the school. We believe, that all teachers are teachers of children with Special Educational Needs and Disability (SEND). All children are valued equally regardless of the abilities, aptitudes, interests and barriers to learning. All staff and governors are committed to ensuring our school is a happy, caring and secure place where all children have the opportunity to thrive. Every child is entitled to a broad, balanced, relevant and bespoke curriculum, with clear progression and achievement. We recognise that some children experience considerable differences in learning at certain stages in their school life and therefore ensure that the curriculum is developed and adapted to take account of all pupils' needs and starting points with high aspirations for their future. Every adult in school is passionate about ensuring gaps in pupils' knowledge are addressed and barriers to learning, including speech and language and emotional needs are removed by making reasonable adjustments and adaptations to teaching.

We adhere to principles for inclusion set out in the national curriculum. These details can be found here: [National Curriculum - 4. Inclusion](#)

Hiltingbury Schools' Language Resourced Provision is specialist resourced provision for primary-age pupils with speech, language and communication needs, located within Hiltingbury Infant School. We offer 12 pupils aged between 4 and 11 who have an Education, Health, Care plan (formally known as a statement) for Speech Educational Needs with speech and language as a primary area of need. As well as having a place within the Hiltingbury Schools' Language Resources Provision, children have a place in Hiltingbury Infant School or Hiltingbury Junior School and are fully integrated as a member of a class within the school.

#### Safeguarding

All staff are trained annually in safeguarding young people, this includes Child Protection, safe use of Internet/ICT and Health and Safety. All staff understand the need for confidentiality and the systems in place for reporting disclosures. All school trips are managed through County devised risk assessment procedures. Our school follows safer recruitment procedures when employing new staff. All staff and regular visiting volunteers are screened through the National Disclosure and Barring Service (DBS) Check. Our Designated Safeguarding Lead (DSL) is the Head Teacher – Mrs Phillippa Longman. The deputy Designated Safeguarding Leads are: Mrs Laura Flood, and Miss Katie Davies. Our school safeguarding policy is accessible here: [Safeguarding Policy](#)

#### Equality and Inclusion

Our school ensures that we have regard to the Equality Act 2010. Hiltingbury Infant School has a Single Equality Scheme and Inclusion Policy which is available at the School Office and online. Hiltingbury Infant School is committed to the integration and inclusion of pupils with a wide range of needs.

## Definition of Special Educational Needs

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

If a child has SEND, then their needs will be found in one or more of these categories. A school's provision for SEND is defined as support which is **additional to** or **different from** that which is available to all pupils.

Therefore, pupils at Hiltingbury Infant School are identified as having SEND in a variety of ways, including but not limited to the following:

- Concerns raised by parents/carers
- Liaison with preschools/nurseries/previous schools
- The pupil performing significantly below age related expectations.
- Concerns raised by the teacher
- Liaison with external agencies, e.g. Speech, Language and Communication concerns assessed by a Speech and Language Therapist.

At Hiltingbury Infant School, we are committed to early identification of SEND to ensure your child's needs are met. If a concern is raised about a barrier to a pupil's learning/progress we use the following approaches to investigate the concern:

- Observations of the pupil
- Informal and formal assessments e.g. DEST (Dyslexia Early Screening Test), Schools Therapy Pack (Motor Skills Development, Speech, Language and Communication, Skills for Living and Learning), Benchmark Reading, Boxall Profiling to name a few.
- Scrutiny and moderation of work samples
- Discussion between staff, including the Special Educational Needs Coordinator (SENCo) to draw on expertise from within the school.
- Discussion over time with parents/carers
- Outside agencies will be consulted at the appropriate time e.g. Schools Nursing Team, Children's Services, Specialist Teacher Advisory Team, EMTAS, Educational Psychologists, Mental Health Support Team (MHST).
- The SENCo may also provide the family with sign posts to outside agencies who may offer further support to the family.

If a pupil is identified as having SEND then their name will be added to the SEND Register, however, we recognise that pupil's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age expectations, so once they reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

## What should I do if I think my child has SEND and how will I raise concerns if I need to?

Your main point of contact at school should always be your child's class teacher. You can contact the class teacher, who will be able to discuss your concerns. If you need to speak with other staff members, such as the SENCo, then the class teacher or school office staff will be able to help you arrange this.

[Support4SEND](#) and [SENDIASS](#) are organisations that provide emotional support and strategies for parents of children with special educational needs.

## How will School Support my Child?

At Hiltngbury Infant School, we believe that all teachers are teachers of pupils with special educational needs. Class teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENCo is responsible for ensuring teachers:

- Understand a child's needs
- Are trained in meeting those needs
- Have support in planning to meet a child's needs.

The SENCo role includes ensuring that the provision for pupils with SEND across the school is efficiently managed. The SENCo is responsible for liaising with and reporting to, the Hampshire SEND Team led by the Principal Special Needs Officer. The SENCo also works in consultation with Hampshire Specialist Teacher Advisors for SEND.

Sometimes, some children require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENCo is responsible for coordinating and managing interventions for an individual or small group of students, which might include one of these provisions, for example:

- Additional adult support in the classroom – all classes have access to Teaching Assistant (TAs) support. The TAs support the teacher in supporting the learning of the whole class. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff. Pupils with an EHCP have access to individual and small group work to support the achievements of the objectives in their plan. It is down to the discretion of the school to timetable and manage staff to ensure the EHCP targets are delivered.
- Intervention sessions – when pupils come out of some lessons for pre-arranged sessions with teachers/TAs on, for example, paired reading, precision teaching, handwriting, Children's Therapy Pack Programmes, 'Time to Talk' (ELSA)/social skills, Speech and Language Therapy, Occupational Therapy, Physiotherapy etc.

## Who will explain this to me?

- Information about the provision in class can be discussed with the class teacher. There is an autumn and spring term opportunity for this through an appointment system at parents' evening, but teachers will meet with parents/carers at any point in the school year to discuss pupils' progress.
- Teachers and Teaching Assistants may give individual advice to parents as to how they can support their child at home e.g. with handwriting, reading, spellings.
- In the case of highly individualised interventions, the SENCo will liaise with parents/carers where appropriate, explaining the aims of the intervention. Phone-calls or meetings will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.
- If an outside agency is involved, review meetings may be arranged and are attended by the outside professional, parents/carers, class staff and the SENCo. Occasionally these may be multi-agency meetings to ensure a holistic and joined up approach to a child's provision.
- The Speech Therapist, may also make appointments to update parents on Speech and Language interventions. Sometimes this will be alongside the SENCo.
- Where 1:1 support is in place updates will take place regularly with parents on drop off/pick up either verbally or via a Home/School Communication Book depending on the needs of the pupil.

## How are the governors involved and what are their responsibilities?

- The SENCo reports to the governors regularly to inform them about the progress of children with SEND; these reports do not refer to individual children and confidentiality is maintained at all times.
- Two of the governors are responsible for SEND and meets with the SENCo once a term. The 'SEND link governors', Amy Ingram and Celtie Lincoln, also report to the Full Governing Body, to keep all governors informed.

- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

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

At Hiltlingbury Infant School, all class teachers will adapt work for their pupils according to their individual level of need. Adapted learning includes breakaway groups to enable targeted and supported learning at pupils' particular level, additional adult support and specific resources (scaffolds) which may be used with children to enable successful access to learning. Through the use of assessment for learning, teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Pupils who require further classroom support are offered opportunities to revisit learning as many times as they need to and given additional intervention. If Early Intervention support does not assist pupils in making expected progress, some pupils may need 'additional to or different from' learning experiences and these pupils under the Code of Practice, are known as needing 'SEND Support'. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff.

Teachers can adapt instruction through four ways:

- Content
- Process
- Product
- Learning Environment

Teachers may plan:

- Visual, auditory or kinaesthetic activities
- Small group of 1:1 learning with a teacher, TA, or SNA
- Pre-teaching of content or vocabulary
- Over-learning of topics
- Alternative activities for home learning
- Specially targeted resources appropriate for pupils' development
- Adapted and adjusted resources and materials to make them accessible for pupils with specific learning difficulties.

For children on the SEND register targets within individual Personal Learning Plans (PLPs) will be written and reviewed on a termly basis. Adaptations and interventions inform targets written for an individual pupil. When a child undertakes school based internal or public examinations then access arrangements might be formally agreed upon.

#### How does the school evaluate the effectiveness of its provision for such pupils?

- By reviewing children's targets on Personal Learning Plans and ensuring they are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.

Children may be taken off the SEND register when they have 'caught-up' or made sufficient progress.

#### How will the school and I know how my child is doing and how will the school help me to support my child's learning?

- We complete a Pupil Passport and Personal Learning Plan (PLP) for any pupil who requires targeted support. This includes data, attendance, barriers to learning, how to support the child, pupil views, strengths and needs, empirical evidence and a record of all targets and interventions set for that pupil.

This plan is updated regularly as soon as pupil's complete targets but formally half termly by the class teacher and reviewed at Pupil Progress Meetings.

- We aim to maintain excellent parental partnerships and will keep parents/carers informed about their children's progress through termly parents' evenings, informal catch ups and annual reports and the opportunity to make an appointment with the class teacher or senior member of staff at any time. We can always offer advice and practical ways that you can help your child at home.
- Half termly year group parent communication letters include topic overviews and ways in which you can support your child at home.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) or Special Needs Assistant (SNA) working with your child either individually or part of a group; if this is seen as necessary by the class teacher.
- All children are discussed and tracking data analysed at termly Pupil Progress Meetings with the Class Teacher, Teaching Assistant, Deputy Head Teacher/SENCo and Headteacher to ensure individual progress is being made. As a school, we measure children's progress in learning against National expectations and age-related expectations. If adequate progress is not being made then the area of concern is highlighted and appropriate provision/ support is implemented. We will seek the advice of external agencies where necessary.
- Individual Targets are set on Personal Learning Plans or Individual Behaviour Management Plans (IBMP) will be reviewed regularly by the Class Teacher, Teaching Assistant (TA) and SENCo. Targets are shared with parents and children.
- We may operate a home/school communication book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- Transition Partnership Agreement (TPA), Educational Health Care (EHC) Plan Annual Reviews take place with parents to establish continuation of need and provision.
- We have named SEND Governors who attend regular training sessions and maintain regular contact with the Head Teacher and SENCo. The SEND Governors reports to the Governing Bodies to keep them informed.
- Teachers are observed by the senior leadership team as part of the school Performance Management process. The deployment of additional adults in the classroom and the progress of pupils with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Head Teacher is responsible for assessment and tracks the school's progress against national standards. This provides guidance for teachers when planning the curriculum and additional support for identified pupils.

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

All adults within the school community are responsible for the welfare of all our pupils. We foster the 'Empowerment Approach' where everyone understands the importance of supporting pupils to be at their 'Brain Best' for learning and play within a nurturing environment. We build the foundations by:

Shift Mindset – We recognise behaviours as genuine difficulties – unmet needs and missing skills. We recognise the signs of stress and 'Be Curious, Not Furious!'

Build Relationships – We work hard to develop positive relationships with all children. We are persistent and consistent with high expectations and high support.

Teach about the brain – We help everyone learn about their brain: how it is built and shaped; what we need to be at our best and the skills to take control.

Help everyone to get Brain Fit – Help children know their own brain and body and plan to meet their 5C needs well. Help them build the skills to learn and play and manage the stressors that come their way.

Agree Expectations – We agree expectations with children. We repeat this regularly in different places and times. We focus on everyone being 'safe content and able to be at their best'.

Prep for Best – We plan experiences which meet needs. We give children time to think through what they might find hard and how they can be at their best.

We enhance this by:

- Establishing and fostering mutual trust and respect between all adults and children.
- RHE and Executive Functioning Skills Curriculum
- Teacher led circle times/Time to Talk/Bubble Time/ELSA Sessions

Pupils identified as having further needs will receive a bespoke approach which may include:

- Class teachers adapting approaches within class to support a child's needs which may include 1:1 discussion with the child (coaching conversations)
- Access to a quieter environment
- Extra communication with Parents/Carers through times of increased need for the child
- 'Time to Talk'/'Bubble Time' (ELSA) from a Teaching Assistant. 'Time to Talk' can include the following areas of emotional difficulties: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.

Personal Evacuation Plans are written for any child with complex needs in case of an emergency e.g.) Fire.

If a pupil is unwell during the school day, the class teacher will send them to the office. If the child is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The first-aider trained member of staff will decide if the child is well enough to stay at school or not.

In a medical emergency, one of the trained first-aiders will attend urgently, or may call for an ambulance if the child requires hospitalisation. All staff are trained annually on administering Epi-Pens for anaphylactic shock, and pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

#### **How does the school manage the administration of medicines?**

Medicines for pupils are managed by the Admin Team, in the office. If a child requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in to the office by a parent/carer
- The parent/carer must sign a Medicine Consent Form (collected from, and returned to the office). The pupil's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the staff room.
- To take their medicine, the pupil must go the office, where the dose will be administered by the admin staff
- Each time the medicine is administered, the time, date and dosage is recorded.
- Pupils with more complex medical needs such as diabetes have an Individual Care Plan which is written in consultation with the child's parents, a medical representative, the SENCo and all staff involved in the daily support of the pupil. Copies of the care plan are distributed to all involved and a copy is kept in the Medical Room. The care plan is updated annually or more often if appropriate. Staff receive medical instruction from a qualified health professional as appropriate. This training is updated as necessary as the child moves up through the school.

#### **How will my child be able to contribute their views?**

Pupils views are highly valued at our school and their opinions are sought on many areas of school life; as well as their own learning. We use a variety of methods for seeking pupil views:

- All pupils have daily opportunities for pupil voice within their classes through circle time, discussions with peers and adults.
- The school has an active School Council, where pupils are elected each year to represent their class peers. All children take part in school council discussions and their views are then reported back during

meetings. The school council consults on whole school plans, leads on charity activities at school and is able to express pupils' views to senior leaders throughout the school year.

- There are pupil questionnaires where we actively seek the viewpoints of children on a range of topics. The results of this questionnaire are used by the Senior Leadership Team and Governors to contribute to the whole school improvement plan.
- If your child has Pupil Profile Plan, Education Health Care Plan (EHCP), Personal Learning Plan (PLP) or Transition Partnership Agreement (TPA) in place; their views will be sought before any review meetings.

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

The SENCo liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists, diabetes nurse, therapist and physiotherapists
- Children's services – locality teams, social workers, child protection teams, family intervention programmes
- Portage
- Hampshire Educational Psychology Service
- Specialist outreach support
- The Primary Behaviour Service (PBS)
- The Mental Health Support Team (MHST)
- Hampshire Inspectorate and Advisory Service: Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team

#### What SEND training have the staff had or are they currently having?

SEND training is an on-going rolling programme of professional development throughout the school year for all our staff. This is led by the profile of needs for the current pupils with SEND at the school. It can change over time and the training for staff reflects this.

- We have two fully trained ELSAs (Emotional Literacy Support Assistants) – Miss Jones and Mrs Morgan who have been trained by and received regular supervision support from Hampshire Educational Psychology Service. They support staff in their delivery of 'Time to Talk' and 'Bubble Time'. We have also recently introduced 'Zones of Regulation' throughout the school.
- TAs have training in planning, delivering and assessing intervention programmes e.g. paired reading and precision teaching.
- All staff are trained each year depending on the needs of new pupils joining their class– this can include training from specialist agencies or consultants, as well as from the SENCo or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the pupils.
- The school works closely with other local schools, especially our feeder pre-schools and receiving junior school, sharing training opportunities including INSET days.
- The SENCo attends SENCo Circles (run by Hampshire Educational Psychology Service) and Hampshire SEND update meetings and annual conference, to ensure the school stays abreast of all national and local authority SEND changes.
- The SENCo meets regularly with teachers and TAs, and with the Head teacher, reviews and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our pupils.

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

All children are included in all parts of the school curriculum including a wide range of extra-curricular activities and school trips. We will provide the necessary support, sometimes with the help of parents to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to

take part in an activity, then alternative activities will be provided in school.

Additional provision may be provided at the start and end of the school day depending on the individual need of the pupil e.g. Meet and Greet Sessions, a later start / earlier finish to avoid busy periods of the day.

In some circumstances pupil premium funding is used for after school provision.

#### How accessible is the school environment?

- Hiltingbury campus includes Hiltingbury Infant School and Hiltingbury Junior School.
- The school is built on one level and is fully wheelchair accessible.
- The school has an accessible parking bay.
- We have a fully equipped accessible WC.
- The school has a shower unit.
- We warmly welcome parents/ carers to visit our school to enable us to assess the needs of your individual child.
- We liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language and transient families.

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

##### Pre-School to Early Years Foundation Stage - Year R

- In the summer term EYFS liaise with, and visit our feeder pre-schools to meet pupils transferring to Hiltingbury. If a pupil has SEND a transition meeting is called by the preschool where parents are invited to attend and information is shared with the receiving class teacher and SENCo.
- Parents/carers are invited to an induction meeting in the summer term, to learn about the early year's curriculum and routine, to meet key members of staff and to receive information about the general organisation of the school.
- All pupils are invited to a number of prearranged school visits in the summer term to their new classrooms, some with their preschools, some with parents, and where possible, to be with their new class staff.
- Pupils receive a booklet before the summer break with photographs and information about their key adults and class information.
- EYFS staff carry out home visits in the first week of term in September.

##### Key Stage One to Two (Year 2 to Year 3)

- All year 2 pupils are invited to attend two "Transition Days" in the summer term at our designated feeder school, Hiltingbury Junior School and other local Junior Schools through the school's 'Primary Cluster'.
- For those pupils who are especially vulnerable at transition the SENCo, Year 2 teachers and Parents ensure careful transition is planned and arranged. By working closely with the junior schools' extra activities and visits are set up where necessary. Social Stories of new staff and classrooms are made for all pupils.
- Transition Partnership Agreements (TPA) are set up between the two schools where pupils have specific needs, this involves a meeting between the two schools and parents.
- Parents/carers are invited to Meet the Teacher briefings at the beginning of the school academic year.
- Hiltingbury staff provide your child's junior school with information about all their needs, strengths and background before the end of year 2.
- Every SEND pupil's school file is passed on to the receiving junior school by the start of Year 3.

##### Joining Mid-Year

- A 'buddy' is chosen to support the new pupil for the first few days of being at Hiltingbury. The buddy will sit with the new pupil in class, introduces them to other pupils and answer any questions they may have.
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

##### Moving to another School

- Contact is always made with the new school to ensure the transfer of information and the child's school file. When needed, a transition meeting will be held.

#### Transfer between year groups

- All pupils take part in two "Transition Days" in the summer term.
- For those pupils who are especially vulnerable at transition the SENCo, class teacher, Parents and Home Link Workers ensure careful transition is planned and arranged. Extra activities and visits are set up where necessary.
- Transition Partnership Agreements (TPA) are set up where pupils have specific needs, this involves a meeting between the old and new class teacher and parents.
- Social stories of new staff and classrooms are made for some pupils. For some pupils' postcards are sent during the holidays from the new class teacher.
- Meetings between old and new teachers and TA take place to share information about individual pupils. Personal Learning Plans are passed and shared with the new class teacher.

#### How are the school's resources allocated and matched to children's needs?

We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a need's basis. The children who have the most complex needs are given the most support. Once needs have been assessed, resources are allocated and then this level of provision is regularly reviewed to ensure that support continues to be closely tailored to the child's needs at their current level of development as their needs change and evolve.

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

Provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different children require different levels of support in order to achieve age related expectations. The senior leadership team consults with the SENCo, class teachers and support staff, and where possible, the child themselves, to discuss their needs and what support would be appropriate. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

#### How do we know if it has had an impact?

- We will see evidence that the child is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels.
- The pupil achieves or exceeds their expected rate of progress
- Verbal feedback from the teacher, parent and pupil
- Formal or information observations
- Interventions are regularly reviewed and monitored to ensure best fit for every child. If any intervention is deemed unsuccessful then an alternative will be put in place.
- Pupils will move off the SEND register when it is deemed they have made sufficient progress.

#### How are parents and carers involved in the school? How can I get involved?

- Become a member of our thriving parent's association, HSPTA. They may be contacted by joining HSPTA meeting or via the school office.
- Becoming one of our extremely valued volunteers (subject to DBS check). Please contact the school office to become a volunteer.
- Attend regular parent's information sessions such as our Hiltingbury Hub which offers different themes or curriculum workshops.
- Attend work shares, concerts and sports day.
- Support my child's learning at home.

#### Who can I contact for further information?

- A parent/carer's first point of contact should be the child's class teacher to share information and/or concerns.

- Parents/carers can also arrange to meet the SENCo. Contact the school admin officer to arrange to meet the Head Teacher/Deputy Head Teacher/ SENCo who would willingly discuss how the school could meet your child's needs.
- Hiltingbury Infant School Website.

Further Support and information may be found at:

- Support 4 SEND:  
[www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send](http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send)
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS):  
[www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk)
- Hampshire Parent Carer Network: [www.hpcn.org.uk](http://www.hpcn.org.uk)
- Our school SEND policy located on school website at: <https://www.hiltingburyinfant.co.uk/>
- Hampshire SEND: [www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds](http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds)
- The National Autistic Society Hampshire Branch: [www.shantsnas.org.uk](http://www.shantsnas.org.uk)
- Hampshire Dyslexia: [www.hantsda.org.uk](http://www.hantsda.org.uk)
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: [www.fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=GFX9tzBx3wE](http://www.fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=GFX9tzBx3wE)
- Hampshire Specialist Teacher Advisory Service: [www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory](http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory)
- Hampshire Educational Psychology Service, which includes an advice phone line: [www.hants.gov.uk/educationandlearning/educationalpsychology](http://www.hants.gov.uk/educationandlearning/educationalpsychology)
- Solent NHS Trust Therapies (Physiotherapy, Speech and Language Therapy, Occupational Therapy): [www.demo.what0-18.nhs.uk/solent/therapies](http://www.demo.what0-18.nhs.uk/solent/therapies)
- Hampshire Ethnic Minority and Travellers Advisory Service: [www.hants.gov.uk/educationandlearning/emtas](http://www.hants.gov.uk/educationandlearning/emtas)
- School nurse team: [www.southernhealth.nhs.uk/services/child-health-services/school-nursing](http://www.southernhealth.nhs.uk/services/child-health-services/school-nursing)
- Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk>
- Simon Says, a local charity supporting families that have been bereaved: [www.simonsays.org.uk](http://www.simonsays.org.uk)
- SONUS, Hampshire Deaf Association: [www.sonus.org.uk](http://www.sonus.org.uk)
- NDCS, National Deaf Children's Society: [www.ndcs.org.uk](http://www.ndcs.org.uk)
- CAMHS, Child and Adolescent Mental Health Service: <https://hampshirecamhs.nhs.uk>

What steps should I take if I have a concern about the school's SEND provision?

- See SENCo or Headteacher
- Follow the school's normal complaints procedure which can be found on our website.

What is the name and contact details of the SENCo and Resourced Provision Manager?

Our SENCo is Miss Laura Flood and she can be contacted through the school office or [adminoffice@hiltingbury-inf.hants.sch.uk](mailto:adminoffice@hiltingbury-inf.hants.sch.uk)

If you would like information about the Local offer published by Hampshire please visit: [Hampshire Local Offer](#)

Questions and Queries

If you have any questions about this document, you are welcome to get in touch with the school on 02380 265414 or [adminoffice@hiltingbury-inf.hants.sch.uk](mailto:adminoffice@hiltingbury-inf.hants.sch.uk)