



HILLINGDON PRIMARY SCHOOL



***"We want everyone at Hillingdon Primary School to be happy, caring and independent.
Our school is a place where we learn together, doing our best to achieve success."***

Special Educational Needs and Disabilities (SEND) Policy

(Reviewed April 2025)

The Assistant Principal for Inclusion, holds the position of Special Educational Needs Co-ordinator (SENCo). They are also a member of the Senior Leadership Team.

For any queries contact the SENCo at SENCo@hillingdonprimaryschool.org.uk
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SECTION 1: School beliefs and values

At Hillingdon Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey.

Every teacher is a teacher of every child, including those with SEND. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

This policy was co-produced with families and pupils, and reflects the 2014 SEND Code of Practice 0-25 guidance (updated in September 2024).

SECTION 2: Aims and Objectives

We aim to:

- Raise achievement for all pupils, including those with SEND;
- Accelerate the rate of progress for all pupils, including those with SEND;
- Ensure that the special educational needs of children are identified, assessed and provided for;
- Create an environment that meets the special educational needs of each child;
- Secure positive academic, social and emotional outcomes for pupils with SEND.
- Enable all children to have full access to all elements of the school curriculum.

Objectives:

1. To identify and provide for pupils who have special educational needs and / or additional needs.
2. To work within the guidance provided in the SEND Code of Practice (2014).
3. To have a Special Educational Needs Co-ordinator (SENCo) to oversee, co-ordinate and manage provision.
4. To provide support and advice for all staff working with pupils with special educational needs.
5. To remove barriers which impact on progress and achievement.

SECTION 3: Identifying Special Educational Needs

Teachers are responsible for the progress and development of all children in their class, including pupils accessing support from teachers, teaching assistants or specialist staff. All children have an entitlement to quality first teaching which is appropriately adapted to meet their needs. The quality of teaching for all pupils is regularly reviewed. This includes reviewing and developing teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need.

- The teacher and SENCo will consider all information about the child;
- Concerns will be discussed with the pupil and family;
- Further assessments / observations may be carried out in school;
- Where necessary, and with parents' permission, further advice and assessments may be sought from external professionals.
- Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents will be formally informed that special educational provision is being made.
- A decision will be made about whether the school can meet the need from what is ordinarily available in the school, or whether additional provision is needed.
- Progress will be reviewed at least termly and adaptations or alterations made to the provision.

The SEND Code of Practice (2014) describes four broad areas of need (P.86 onwards):

Communication and interaction

Children may have difficulty communicating with others, saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with autism are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which may impact on learning. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), who are likely to need specialist support to access education

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to them

Sometimes children's progress and / or attainment may be affected by issues that are not SEN. These include:

- Disability (schools are required to make "reasonable adjustments" for pupils with disabilities);
- Poor attendance and / or punctuality;
- Health and welfare, e.g. chronic health conditions;
- Children learning English as an additional language;
- Children known to be more vulnerable to underachievement including children in receipt of Pupil Premium and Looked After Children.

SECTION 4: A Graduated Response to SEN Support

The school uses the **Assess Plan Do Review** model detailed in the SEND Code of Practice (p.90).

- High quality teaching, differentiated for all pupils, is the first step in responding to pupils who have or may have a SEN. The quality of teaching is regularly reviewed through lesson observations and staff performance management, and the impact on pupil progress reviewed each term.
- Staff receive training on how to support children with high incidence SEN, and additional training to address the needs of specific groups or individual pupils within the school.
- Additional support or interventions may be put in place for children making slower than expected progress or who are underachieving before a SEN is formally identified.
- Children with SEN are identified as early as possible using the approach above.
- Hillingdon Primary School has a full time Pastoral Care Manager, who works closely with families, children, teachers and class LSAs to support pupils' well-being on an individual basis.
- The school has access to a comprehensive range of external specialists who can offer additional support and advice. The agencies used by the school include but are not restricted to:
 - The London Borough of Hillingdon Inclusion Team
 - The London Borough of Hillingdon Physical and Sensory Team
 - Hillingdon Autistic Centre

- Child Protection Advisors
 - Educational Psychologist
 - Child & Adolescent Support Team (CAST)
 - Child & Adolescent Mental Health Service (CAMHS)
 - Attendance Advisory Practitioner previously known as Educational Welfare Officers (AAP)
 - Social Services
 - Children's Therapy Team (Speech & Language/Occupational Therapy)
 - Hillingdon Hospital (Paediatricians)
 - School Nurse
- Pupils and families are involved throughout the process.

SECTION 5: Managing Pupils' Needs (SEN Support)

Provision for pupils with SEN (SEN Support) is carefully matched to group and individual needs, following pupil progress reviews. This is recorded on our Graduated Response Chart.

Pupils with SEN and additional needs are recorded on the Graduated Response Chart (GRC). This document states how we support all pupils with SEN or additional needs to meet their individual targets. This is a tiered approach to determine the type of support a pupil may require to make progress. The support consists of universal, targeted and specialist interventions. This approach has been developed to improve Quality First Teaching (QFT) and support all our pupils to access learning alongside their peers.

Each term, the chart is reviewed by staff to assess progress that each pupil has made. This follows the Assess, Plan, Do and review process. A new chart is then developed for the following term, including any new provisions that are to be implemented.

Each intervention has a clear timeframe: baseline teacher assessments are made at the start of any intervention, and pupils are reassessed at the end to measure the impact. A decision is then made to:

- Discontinue the intervention;
- Provide an alternative intervention;
- Provide a similar intervention.

It is the responsibility of the class teacher to provide evidence of progress. In addition, staff running additional interventions are expected to record outcomes throughout the programme, and provide a summary of progress at the end.

The school receives funding to provide additional support from its delegated budget, which we can use to meet the needs of the majority of children with SEN.

For a minority of children, we may be unable to fully meet their needs through the provision ordinarily available in the school. This may be because:

- They need a higher level of support than we are able to provide, e.g. if they have severe difficulties with learning or need a high level of supervision;
- They need support from specialist professionals, e.g. if they have a hearing or visual impairment;
- They are not making sufficient progress despite high quality teaching and evidence of appropriate intervention and support over time.

Involving external agencies

Where the school considers that an external professional or agency should be involved, this will be discussed with the family. No referral will be made to any agency without the agreement of the family. Contents of referral forms and letters will be shared with parents prior to referral and a copy given to the family.

The school may request permission to refer to one or more of the following agencies:

- **Health:** health visitor, school nurse, child development clinic, audiology, speech and language therapy, occupational therapy, physiotherapy, CAMHS.
- **Education:** Educational Psychology team, Specialist Team (advisory teachers for SEN).
- **Social Care:** Children and Families, TAF team.

Referral processes vary slightly between agencies and across boroughs. Some require the completion of a single referral form, while others need additional evidence or require the completion of an Inter-Agency Referral Form or an Early Help Assessment form.

Any advice received will be shared with the family and staff working with the child, and incorporated in the provision for that pupil. The impact will be measured through pupil progress meetings and through discussions with families.

A small minority of children have needs that cannot be fully met from the school's available resources. In these cases the school or parent can make a request for additional funding from the local authority's high needs block funding via an Education and Health Care Plan. Requests must include:

- A detailed description of the child's strengths and difficulties;
- The impact the difficulties are having on their progress and achievement;
- What additional support has been provided in school, and what the impact has been;
- Which external professionals or agencies have been involved, and how their advice has been implemented;
- Views of the child and family;
- What additional support is necessary and how this will impact on the outcomes for the child.

Further information for parents wishing to request assessment for an Education and Health Care Plan for their child is available from the SENCo .

For children who start school or nursery with a high level of need, or who have a change in circumstance which may result in a SEN, the school may make a bid to Hillingdon Borough for exceptional funding or, if the child is below five years of age, make an application to the Disability Access Fund. This provides additional funding for a short period of time to enable appropriate support to be put in place quickly. A request for an Education and Health Care Plan may then be considered.

SECTION 6: Criteria for Exiting SEN Register

Some children may need support as a result of a SEN throughout their school careers. Others may need support for a shorter period of time. Children may be removed from the school's SEN register if:

- Concerns about their progress or attainment are no longer present, e.g. if they have caught up with peers, or if they are making progress in line with or at a faster rate than their peers;
- Strategies put in place have sufficiently reduced or removed the barriers to learning, e.g. strategies to support dyslexic learners;
- There has been a change in the child's needs, e.g. their difficulties are no longer impacting significantly on their learning.

SECTION 7: Supporting Pupils and Families

The school works closely with families and other agencies to ensure the child and family are supported. The Hillingdon local offer details what support and provision is ordinarily available in Hillingdon schools for children with a range of SEN.

Further information about the school can be found in Hillingdon Primary School's SEN information report on the school website (required by Regulation 51, Part 3, section 69(3)(a) of the Children and Families Act).

Details of admission arrangements can be found in the directory of Hillingdon schools. We operate an inclusive admissions policy, and no child will be automatically refused a place as the result of any SEN or disability.

Access Arrangements

Access arrangements for national standardised assessments tests (SATs) are arranged according to the needs of individual children. In year 2, access arrangements are made internally. In year 6 a number of access arrangements may apply, including additional breaks, time extensions and access to large print papers. Access arrangements are the responsibility of the assistant head / senior leader working in the appropriate phase, and are overseen by the Principal and Head of School.

Transition

In order to ensure a smooth transition to each phase of education, we have a number of systems in place.

- From class to class – a transition meeting is held to share information about all pupils. Pupils have the opportunity to visit their new class before the end of the academic year. Additional visits for the pupil and receiving staff may be arranged if appropriate. Some children may also be given a Transition book with pictures of staff and their new classroom to look at over the summer.
- Additional arrangements are made for children transferring from Reception to Key Stage 1 and Key Stage 1 to Key Stage 2. This may include opportunities to use a different playground, familiarisation activities with staff and older peers, and meetings to outline curriculum content and expectations.
- Most secondary schools have transition plans for year 6 pupils, including visiting pupils in primary school and opportunities to meet their new tutor and form at the receiving school. For some children, additional visits or Transition Booklets may be used. Where appropriate, secondary school staff will be invited to annual reviews of children in year 6 who have EHC plans.
- Information relating to the SEND of pupils is passed to the new school where this is known. For pupils who leave the country, or who leave the school without a new school to go to, records will be kept for one year and then destroyed.

SECTION 8: Supporting Pupils At School With Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Arrangements for pupils with medical conditions are dependent on the individual needs of the child. If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. Where required, the school will also liaise with families to produce a risk assessment for the child. These are discussed with all staff who are involved with the pupil and Care Plans are displayed in all relevant classrooms. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed consent form is in place to ensure the safety of both child and staff member. Every year, all staff at Hillingdon Primary School receive epipen and asthma training delivered by the school nurse. We have specific members of staff who have level 2 paediatric first aid qualifications.

Please also refer to the school's policy on Supporting Pupils with Medical Needs for further information.

SECTION 9: Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils, including those with SEND. This is done in a variety of ways including lesson observations, pupil progress reviews, seeking views of parents and open school events, and seeking views of pupils through support plan reviews for pupils on the SEN register and annual reviews of pupils with an EHC Plan.

The SENCo attends Community Council meetings to update Community Councillors on SEN and inclusion.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 10: Training and Resources

Provision for SEN is funded in several different ways. The school receives funding as part of its delegated budget which is used to fund "ordinarily available" provision. This may include additional teaching or support staff, equipment or training for staff.

The school receives additional funding for children who have an EHC plan from the local authority where the child lives. Funding in these cases is attached to the particular child and must be spent in a way that supports them appropriately.

The school also receives Pupil Premium funding for looked after children, and children in receipt of free school meals. Some of these children also have SEN, so part of the Pupil Premium funding is used to enhance the provision the school is able to offer. This includes funding our SEN HLTA's, Pastoral Care Manager, and purchasing additional support from the Educational Psychology Teams.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are required to undertake training and development. Some training is generic, and addresses high incidence needs; other training is bespoke to meet the needs of individual members of staff and the children they are working with.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo attends Hillingdon's SENCo Forums in order to keep up to date with local and national updates in SEND, in addition to other events such as conferences / seminars and events coordinated by the Elliot Foundation Academy Trust.

SECTION 11: Roles and Responsibilities

The Inclusion Team consists of:

Assistant Principal for Inclusion:

The Assistant Principal for Inclusion is also the SENCo and a member of the Senior Leadership Team. He works alongside the Pastoral Care Manager and other members of the senior leadership team to oversee the provision for all SEN and vulnerable children including looked after children.

Learning Support Assistants (LSAs)

We have a team of LSAs who work in various capacities across the school. Some work exclusively with individual children or small groups, while others work as general class LSAs

SECTION 12: Storing and Managing Information

Records for children with SEND are stored and maintained by the SENCo . Paper information is stored in a locked cupboard, while electronic data is stored securely on the school system. Information is shared with staff working with children on a need to know basis. Class teachers and support staff are responsible for storing any documents shared in the SEND folder in a secure, locked place in school.

SECTION 13: Reviewing the Policy

This policy was written in response to the new SEND Code of Practice 2014. The Assistant Principal for Inclusion will review the implementation of this policy annually and consider any amendments required in light of the review. The Assistant Principal for Inclusion Manager is also responsible for reporting the findings of the review to the Principal.

SECTION 14: Accessibility Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

For further information see the Accessibility Plan.

SECTION 15: Dealing With Complaints

Any concerns or complaints regarding children with SEND should be first raised with the class teacher or the member of staff involved. If this does not resolve the issue, please contact the SENCo / Vice Principal or another member of the Senior Leadership Team.

Parents may also accelerate their concerns directly to the Co-Principals if they feel it is necessary.

For further information please refer to the School Complaints Policy.

SECTION 16: Bullying

At Hillingdon Primary School, we believe that all children have the right to learn without fear of bullying. We do not tolerate the oppression of one person by another. Our Anti-bullying policy sets out to ensure that the whole school community understands how to deal with bullying and to provide clear steps for addressing any bullying in the community. Our policy aims to involve all children, staff and parents in creating a happy, safe and just school, working in partnership to eliminate bullying and unacceptable behaviour.

All children with SEND are fully included in the life of the school, from lessons and assemblies to school trips and external events. Our pupils are taught that we all have strengths and areas where we need help, and they are encouraged to ask for and offer help when it is needed.

We have a number of strategies and tools which we can employ to address the needs of particular groups or individuals, including pupils with speech and language difficulties, pupils with autism spectrum conditions (ASC) and pupils with emotional and behavioural needs.

For further information see our Anti-Bullying policy.

SECTION 17

Appendices

[Hillingdon Primary School SEN Information Report](#)
[Accessibility Plan](#)

School policies referred to in SEN policy

London Borough of Hillingdon Local Offer: <https://hillingdon.gov.uk/send>

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- [Equality Act 2010: advice for schools, DfE](#)
- [SEND Code of Practice 0 – 25, DfE](#)
- [Schools SEN Information Report Regulations \(2014\)](#)
- [Statutory Guidance on Supporting pupils at school with medical conditions December 2015](#)
- [The National Curriculum in England: Primary Curriculum](#)
- [Safeguarding Policy](#)
- [Accessibility Plan](#)
- [The Elliot Foundation Special Educational Needs and Disabilities Policy](#)
- [Teachers Standards 2012](#)