



Hillside Infant School

Special Educational Needs and Disabilities Information Report

Mission statement

Every child is given every opportunity to be the best that they can be. Every child is encouraged to ensure that their rights and the rights of others are respected.

Assistant Headteacher for Inclusion

Mrs Nikki Pieniek-Jones
Telephone: 0208 249 6858
Email: office@hillsideinfant.org.uk

SEND Link Governor
Mrs Anne Porcheron
Contact via school office

Inclusion Team

Pastoral Care Lead
Deputy Safeguarding Lead
Miss Natalie Pugh

Inclusion Therapist
Miss Emma Lloyd

1-2-1 LSAs
Mrs Sharon Lothian
Miss Louise Maddison
Miss Becky Leighann

What is SEND (Special Educational Need and Disability)?

If a child has particular needs that require the school to make additional provision to meet the needs of a child, this could mean that the pupil has a SEND. This includes pupils that:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools.

Kinds of special educational needs

Children and young people's Special Educational Needs (SEN) are generally thought of in four broad areas:

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

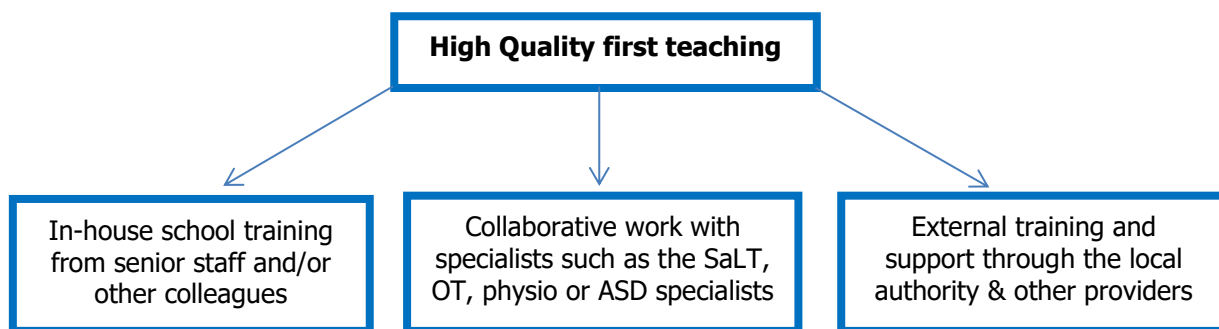
Children may have needs in one or more of the areas above and approximately 10% of the school population are identified as requiring additional support from external agencies. Parents/carers are notified that their child has been identified as having SEND through a conversation with class teachers and staff from the Inclusion Team.

How will I know if my child is having difficulties or has SEND?

Your child's class teacher may arrange a time to discuss concerns or they may also talk to you about any issues during a parent/teacher evening. The SENDCo then may contact you to arrange a meeting to discuss your child's difficulties and any possible support strategies the school may consider appropriate.

How will the curriculum and the school environment be matched to my child's needs?

- Every class has additional adults and this can make differentiation (matching work to children's needs) more effective.
- A carefully planned curriculum that enables children to make progress according to their own knowledge/skill.
- We regularly review the practice/learning relating to individual children and groups.
- We seek and work with a variety of specialist partners and agencies who advise us on how we can best support individuals with particular needs.
- If a child needs physical adaptations and/or specialist equipment, we cater for them accordingly.

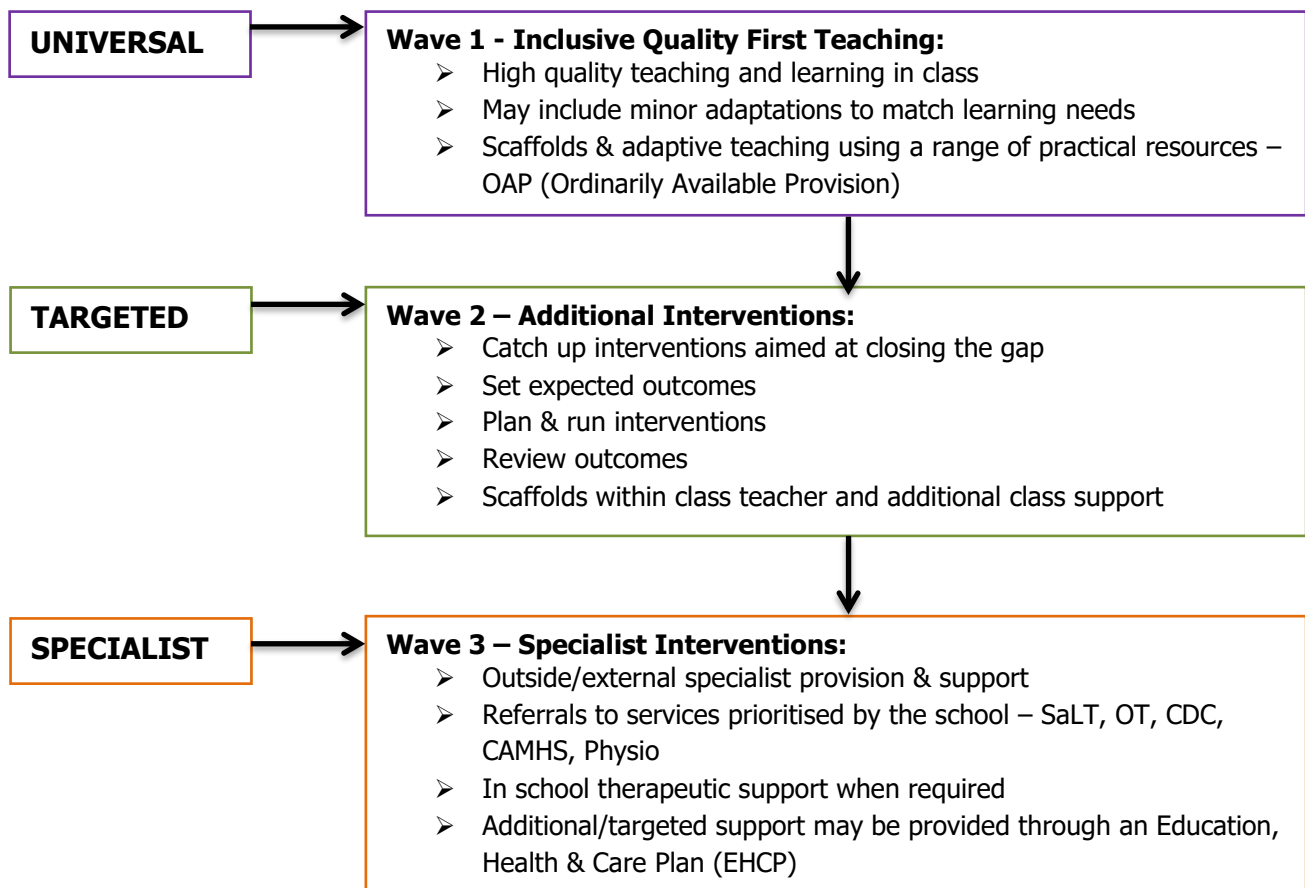


How is the need for additional support identified?

- Parents may inform us during stay & plays sessions in school, parent consultations, when they complete admission forms or at any other time they choose.
- External agencies like speech and language therapists, health visitors or children's centres will tell us about any additional needs they are already aware of.
- We will find out when we do assessments of all children. In Nursery we make a note of what children can do when they first join and then at regular intervals throughout their time in school.
- When children start Reception, we do a short computerised assessment of their understanding of language. Children are identified who may benefit from support to develop their understanding of language. Class teachers also complete a baseline assessment which may highlight areas of development that require further support.
- At the end of Reception we will have information about children's skills, and those who are 'emerging' in their reading and number skills may be given additional support as soon as they start Year 1.
- At the end of Year 1 children who are below the expected level may be given additional support for reading, writing and maths.
- In Year 2 children are identified for booster groups by regular tracking of each pupil's progress
- We might be given expert advice from educational psychologists, occupational therapists, physiotherapists or paediatricians as part of statutory assessment.

What types of support may be suitable and available for my child?

Our practice matches what is expected in the current SEND code of practice. The support is broken down into the following 3 waves. If a child succeeds they will not require further support. For example if a child makes good progress as result of our quality first teaching they will not require targeted support.



What interventions are offered?

- We routinely offer children support to gain basic skills in maths, reading and writing. In Year 1 this is most likely to be delivered on an individual basis and in Year 2 it is most often offered to groups of children.
- We offer language development support to children who have communication difficulties identified in school and/or by external specialists. Children who access this support may or may not have English as an Additional Language.
- We work alongside other professional agencies to implement specific programmes as recommended (e.g. occupational therapy, physiotherapy, speech & language therapy).
- We support children with social and emotional difficulties in social skills groups and, in some instances, on an individual basis. We can help children to manage anxiety, anger or loss. We have a therapeutic play worker who can also offer parenting advice.
- Some staff in the school can use British Sign Language and others use Signalong.
- We always encourage the use of visual timetables, social stories, move and sit cushions, ear defenders and writing slopes for children who may benefit from these.
- We can provide low stimulation work spaces in classrooms to support children who are easily distracted.
- We can provide advice and support for a range of issues that parents/carers may experience out of school like eating, toileting, behaviour management and issues frequently linked to Autistic Spectrum Condition.
- We can make, or facilitate, referrals to other agencies that may be able to support your child.



What is provided for children with medical needs?



- We have a welfare officer who is responsible for overseeing the production of healthcare plans, ensuring that information is shared sensitively and that medication stored in school is in date.
- Multiple members of staff are first aid trained and some are trained in paediatric first aid.
- Teachers and teaching assistants attend annual asthma and epi-pen training.
- Prescribed medication can be administered in school. We also provide liquid paracetamol which can be administered with parental consent.
- Children will be permitted to access food, fluid or medication required to manage their condition at any time.
- Special arrangements required for out of school outings will be discussed and agreed with parents in advance.

Who provides additional support?

- Additional support is provided by Learning Support Assistants (LSAs), teachers and volunteers however it is the responsibility of the class teacher to ensure that all teaching planned for your child meets their needs and suits their ability.
- Some LSAs have a specialist area like developing language or supporting reading skills; others provide a range of different interventions.
- In Nursery & Reception, support staff work in the classroom alongside the teacher, and in Years 1 & 2, support staff are in the classroom in the morning and provide support to small groups or individuals in the afternoons.
- Volunteers support in the classroom and also with interventions. All volunteers undergo checks and are offered comprehensive training. They sign confidentiality agreements and understand the child protection procedures.
- The Inclusion Team consists of the Assistant Headteacher for Inclusion (5 days), a Therapeutic Play Worker/Family Support Worker (5 days) and Inclusion Therapist (5 days). They will work with children in all year groups, provide advice and training and are able to complete assessments that will help teachers plan how to support children in class.

In addition, 3 members of staff support children with Education, Health and Care Plans.

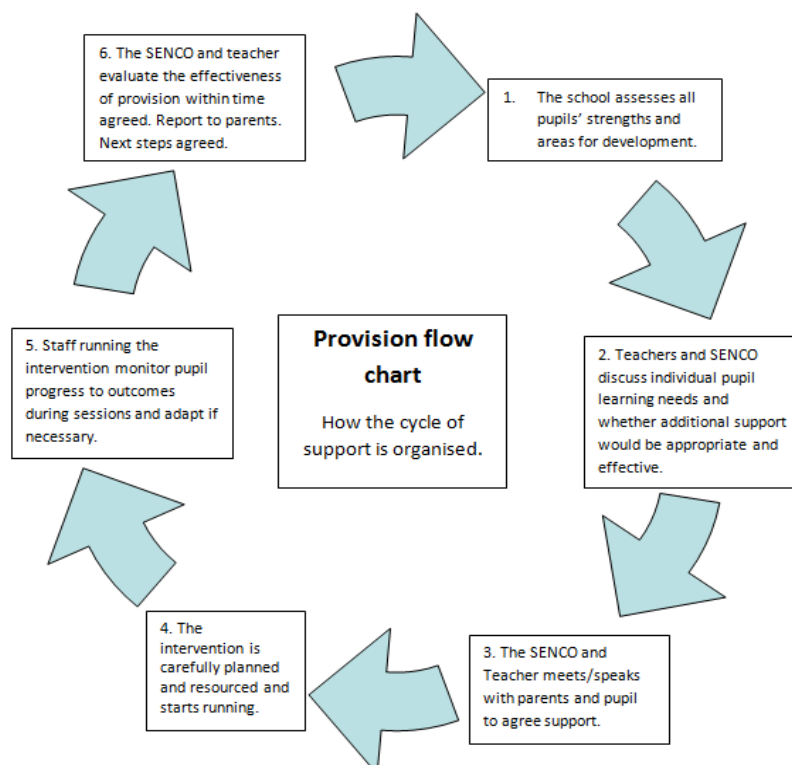
- All school staff are invited to attend training in a range of special educational needs and disabilities.

Who else can help my child?

- We work with a range of people who can help, and in some cases, can make a referral for a specific service. Most of these people work within the Health Service and include speech & language therapists, occupational therapists, physiotherapists, dieticians, specialist nurses and paediatricians.
- We can also discuss, or arrange, referrals if appropriate to Children's Social Care or Child and Adolescent Mental Health Services. We can complete an Early Help Assessment to access the key working service.
- We have access to an Educational Psychologist, Local Authority Special Needs Advisory Team and Specialist Teachers for Hearing or Vision Impairment

How will you support my child to reach their learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in working towards meeting these goals.
- Pupils with SEND who are accessing specialist support, may have a plan drawn up by the class teacher and/or SENDCo. This plan will be shared with you and your child. The learning plan sets termly targets for pupils and outlines strategies to be used to support your child. Progress is discussed and reviewed termly and you and your child will contribute to this.
- External agencies and specialists may also review your child's progress, attend learning plan meetings and adapt their planning accordingly.
- The impact of each intervention is measured by identifying what a child can achieve before they start the intervention and what they have achieved by the end. This is then summarised at the end of the academic year and helps us identify what works best.
- Each member of staff participates in performance management and will have at least one target that is linked to the progress pupils make.
- We monitor the quality of learning and teaching through observations, looking at planning and children's work. We ask children what helps them learn and they are involved in recording their own progress.
- The governor responsible for SEND meets with the Inclusion Team lead and ensures that the school are acting in the best interests of children with SEND.



How can I be involved in my child's learning and support?

- We conduct pupil conversations so that children can inform us what helps them and we involve children when writing plans.
- Children who have social, emotional or mental health needs can have 1:1 or small group therapeutic play sessions to help them express difficult feelings.
- You will have the opportunity to speak with the class teacher at parents' evenings plus any other time you wish. The Inclusion Manager will arrange a meeting at least once each year so that you can give your views and we can jointly establish how outcomes can be achieved.
- You can speak with a member of the Inclusion Team at any time.
- Any referrals to outside agencies will be discussed with you so that you can decide whether or not to give consent to this course of action.

How can I find out more?

- You are always welcome to come into school and ask to see any member of staff that you feel comfortable speaking to. Sometimes an appointment will be necessary however some staff can see you when you drop in if they have no teaching commitment at that time.
- Mrs Nikki Pieniek-Jones, Assistant Head for Inclusion, is in school daily and will always be available if she has no prior commitments.
- You can check our website - www.hillsideinfant.org.uk for policies on a range of issues.
- You can email a question to office@hillsideinfant.org.uk or call 0208 249 6858.
- You can come and observe any intervention that your child participates in.
- You will be involved in setting targets and reviewing them as well as attending parent/carer consultations and can use these opportunities to find out more.

What if I am not happy about the support my child receives?

- Please mention any concern or worry to the person that you feel most comfortable speaking to and they will try to respond, ideally your child's class teacher initially.
- If they cannot reassure you or you are unhappy with the response, please ask to speak Mrs. Pieniek-Jones or Mrs. Fennell.
- If neither of the above suggestions resolves your concern then you may wish to speak to the governor responsible for Inclusion and this can be arranged via the school office. The governor for Inclusion is well informed and can support you.
- If you feel that your child needs more specialist support from another agency, Mrs Pieniek-Jones can discuss the options with you.

When will the support end?

- The support will end when your child has made enough progress to no longer need additional help.
- A very few children may require additional support throughout their school years however this will be kept under review.
- Support needs will be balanced against developing independence and ensuring that children are not missing out by being withdrawn from class.
- We will carefully consider your child's needs when we make arrangements for transition to another class or school. Some children will have personalised support plans to make the change easier for them. The new school should work with you to determine what support may be needed for your child. School files, including support arrangements, will be forwarded to the new school.

Attendance matters

We know from experience that children who do not attend school regularly (at least 96% of the time) do not make as much progress as other children. Our efforts to support your child will be most successful if he/she does not miss any of the learning opportunities. If your child cannot attend regularly because of a medical condition, then we will already have been made aware of this. We will let you know if we feel that attendance is affecting progress and support you to ensure that your child accesses their full entitlement to education.

Hillingdon Information for children with SEND and their families

For more information about services in Hillingdon for families with SEND children look at Hillingdon's Local Offer.

Website: <https://www.hillingdon.gov.uk/send>

Hillingdon Ordinarily Available Provision

use the link above and go to professionals menu

This document sets out what provision is routinely expected in all Hillingdon mainstream schools

Other useful websites:

<https://www.cnwl.nhs.uk/services/community-services/children-integrated-therapy-service>

This website will link you to Speech and Language Therapy Service, Occupational Therapy and Physiotherapy. There is information about the services, self-referral forms and really useful information about how you can support your child at home.

<https://www.adhdandautism.org/>

This organisation is based in Eastcote and provides training and support for families of children who have Autism and/or Attention Deficit Hyperactivity Disorder (ADHD).

<https://www.hillingdonsendiass.co.uk/>

SENDIASS Hillingdon– supporting families of children with special educational needs

4E/08 Civic Centre, Uxbridge, Middx, UB8 1UW

Telephone: 01895 277001

Email: sendiass@hillington.gov.uk

<http://www.hacs.org.uk/>

Hillingdon Autistic Care & Support

Play opportunities for children with autism and training for their families. Often attracts high profile speakers for events considering very reasonable membership fee.

Tel: 020 8606 6780

Hertfordshire Information for children with SEND and their families

For more information about service in Hertfordshire for families with SEND children look at Hertfordshire's Local Offer

<https://www.hertfordshire.gov.uk/microsites/local-offer/send-documents-and-guidance.aspx?searchInput=&page=1&resultsPerPage=10&view=card>

Useful Hertfordshire Websites:

SENDIASS Hertfordshire

County Hall, Pegs Lane, Hertford, Hertfordshire, SG13 8DQ

Phone: 01992 555847

Email: sendiass@hertfordshire.gov.uk

KIDS HUBS – Information and support for parents and carers of disabled children and young people 0-19 in Hertfordshire
Website: www.kids.org.uk/hub
www.hertsparentcarers.org.uk

Harrow Information for children with SEND and their families

For more information about service in Harrow for families with SEND children look at Harrow's Local Offer

Website: www.harrow.gov.uk

To let Harrow know what you think about their local offer email:

LocalOffer@harrow.gov.uk

Useful Harrow Websites:

Harrow Special Educational Needs and Disability Information Advice and Support Service (Harrow SENDIAS) – formerly Harrow Parent Partnership Service

Address: Family Action Harrow SENDIAS Service, Cedars Hall, Chicheley Road, Harrow Weald, HA3 6QH

Telephone: 020 8428 6487

Email: harrowsendias@family-action.org.uk (formerly Harrow Parent Partnership)

Website: <http://www.family-action.org.uk/harrowsendias>

This report reflects advice given in:

The SEN Code of Practice (DfE, July 2014) – Special Educational Needs (Information) Regulations

Mental Health and Behaviour in Schools (DfE, June 2014)

Supporting Pupils at School with Medical Conditions (DfE, 2014)

This report should be read in conjunction with:

Positive Behaviour Policy

Equality Policy and Accessibility Plan

Supporting Pupils at School with Medical Needs

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