



Hillside Infant School

Special Educational Needs and Disability (SEND) Policy

Policy Aims:

We aim to uphold the rights of all children as detailed in the *UN Convention on the Rights of the Child*. In particular, this policy focuses on the right to an education; the right to have special care and support if needed; the right to have views listened to and taken seriously and the requirement that all adults make decisions that are in the best interests of the child. All children will be given the opportunity to fully participate in every aspect of school life. We recognise that we may have to adapt the environment, modify our expectations and alter our teaching styles to ensure that all children have equal opportunities to succeed. Equal opportunities mean that we must offer each child what he/she needs in order to achieve and this will be different for each child. We value the support of all agencies working with the children and are committed to working in partnership with parents and carers. Our admissions policy does not adversely discriminate against any child and we would seek to explore the most appropriate way to be fully prepared to meet his/her needs before admission.

Policy Objectives:

- To make reasonable adjustments for those with a disability by increasing access to the curriculum, the environment and to printed information.
- To reduce barriers to learning and hold high expectations for all children.
- To ensure that parents, teachers, teaching assistants and the Inclusion Team work together with other professionals to make the best possible provision for each child.
- To seek and follow advice from other agencies involved with the child and create close links with the Health Visitors and any pre-school provision.
- To identify the needs of children as early as possible and share concerns with parents in a sensitive and honest manner.
- To address identified needs using well considered strategies and to regularly monitor the provision.
- To identify and provide resources that make the best use of the available budget and offer maximum benefit to the children.
- To enable children to express their views, be involved with decision making and record their progress where appropriate.
- To support children with medical conditions so that they can achieve and join their peers in all activities wherever possible.
- To raise staff awareness of the range and nature of the special educational needs of children within the school and ensure that they can differentiate effectively to meet these needs.
- To track the progress of all children and evaluate interventions.
- To assist the governing body in fulfilling their duties regarding the provision for pupils with special educational needs.

Definitions:

The SEND Code of Practice 2014 states that 'A child or young person has special educational needs if she or he has a learning difficulty which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting.

The Equality Act 2010 defines a disability as '... **a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.**'

Responsibilities:

The school as a whole is responsible for children with special educational needs however teachers are responsible and accountable for the progress and development of all children in their class (*SEN code of Practice 2014*). The *Teachers Standards* specify that teachers must set goals that challenge and stretch all abilities, use effective differentiation to overcome barriers and demonstrate an understanding of the needs of all pupils. Teachers are supported in this role by the Inclusion Team and external agencies.

The SENDCo has the following specific responsibilities:

- to ensure that provision matches the individual needs of children and that parents and children are fully involved in all decisions
- to liaise with parents/carers, school staff and external agencies
- to ensure that accurate and relevant records are kept and shared with appropriate personnel
- to define procedures for identification and assessment
- to maintain resources and collate information on up-to-date strategies
- to ensure new staff receive training in matters relating to SEND and ongoing training opportunities are available to existing staff
- to work alongside teachers to ensure strategies and interventions are effective
- to ensure that issues concerning children with SEND are given high priority in all aspects school life
- to contribute to transition arrangements at all stages

Procedure

The school adopts a graduated approach to match provision to children's needs. This involves a cycle of **assessment, planning, implementing and reviewing** at each stage set out below.

Additional support may be offered to a child for a short period of time to address a specific need e.g. to improve handwriting, increase reading fluency. This does not mean that the child has a special educational need. Parents would be informed of the intervention and given strategies that may support children at home.

School Support:

A pupil observation monitoring sheet would be started by the class teacher when assessment or observation indicates a concern that cannot be addressed by high quality differentiated teaching or intervention that is routinely offered to that year group. The parents/carers would be informed and asked for their views and suggestions (by class teacher and/or Inclusion Team). Strategies would be identified and put in place. These would be reviewed at least once each term and the child would be asked to share their views on how well these strategies support their learning. The pupil observations should detail intervention and support over time and the involvement of other agencies should be noted.

Education, Health and Care Plans (EHCP):

If a child's needs remain significant and cannot be met from within the ordinarily available provision (OAP) and resources available to school, then a request can be made to the Local Authority (LA) for a formal assessment of need. Following this assessment, a decision will be made whether or not to draw up a document detailing the provision required from Education, Health and Social Care. This plan replaces statements of SEN and covers children and young people for the period from birth to 25 years. It focuses on desired outcomes and is designed to be person centred.

The broad areas of need are considered to be:

1. communication and interaction
2. cognition and learning
3. social, mental and emotional health
4. sensory and/or physical

The LA will produce threshold details to indicate when this process would be appropriate and provide a timescale indicating how long each step towards completion should take. Further details about this process are available on request from school or the Hillingdon SEND Team local offer - <https://www.hillingdon.gov.uk/send-local-offer>

Where possible and practical, the provision for children with SEND will take place in the setting of the classroom. We do accept that there are some occasions when a child may need to work in a small group or on their own in order to benefit from the additional support and provision. The SEND information report, available on the school website or as a paper copy from the office, gives more detail about our approach to supporting children with SEND.

Success Criteria:

- pupils with SEND are identified at the earliest opportunity
- appropriate intervention is put in place as soon as possible
- children have work that is suitably differentiated to allow independent working wherever possible
- the importance of self-esteem and confidence is recognised
- parents/carers recognise their value in the partnership with school and are happy with the arrangements made for their child
- teachers feel supported and informed
- children close the gap between them and their peers
- records are accurate, relevant and accessible to appropriate personnel
- the policy is regularly monitored, reviewed and updated

Further information is available from the sources listed below:

UN Convention on the Rights of the Child - www.unicef.org.uk

Teachers Standards – www.gov.uk/government/publications/teachers-standards

SEN code of Practice 2014 – www.gov.uk/government/send-code-of-practice

Equality Act 2010 – www.gov.uk/equality-act-2010

Hillingdon SEND Team Local Offer – <https://www.hillingdon.gov.uk/send-local-offer>

Mental Health and behaviour in Schools –

www.gov.uk/government/publications/mental-health-and-behaviour-in-schools

Supporting pupils at school with medical conditions -

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions

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