HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON

Harmondsworth Primary School

Special Educational Needs and Disability Policy

Approved by:	**Hardip Lawana**	**Date:** Spring 2026
Last reviewed on:	**Spring 2026**	
Next review due by:	**Spring 2027**	
Governing Board Signature:		

Version	Date	Comments
1	Autumn 21	Created
2	Autumn 23	Updated
3	Spring 24	Updated
4	Spring 25	Updated
5	Spring 26	Updated

HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON

Contents

Section 1: Special Educational Provision

Section 2: Aims and Objectives of SEND Policy

Section 3: Identifying Pupils with SEND

Section 4: A 'Graduated Approach' to SEND and Managing Pupils Needs on the SEND Register (Assess-Plan-Do-Review)

Section 5: Criteria for exiting the SEND Register

Section 6: Supporting Pupils and Families

Section 7: Supporting Pupils at School with Medical Conditions and/or Long-Term Conditions

Section 8: Monitoring and Evaluation of SEND

Section 9: Training and Resources

Section 10: Role of the Governor

Section 11: Reviewing the Policy

Section 12: Accessibility

Section 13: Bullying

Section 14: Dealing with Complaints

Section 15: Glossary

Section 1

Special Educational Provision

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff… Working with the SENDCo should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil' **(SEND Code of Practice, 2015).**

This policy complies with the statutory requirement laid out in the SEND Code of Practice (0 – 25) (2015) and has been written with reference to the following guidance and documents:

- Equality act 2010: Advice for school DfE (February 2013)
- SEND Code of Practice (0 – 25) (July 2015)

Our Beliefs and Values

At Harmondsworth Primary School, we believe that ***"Every teacher is a teacher of SEND"*** as per the SEND Code of Practice (2015). Our values for pupils with Special Education Needs and/or Disabilities (SEND) are the same as those for **all pupils**.

We want all of our pupils to achieve, have high aspirations and develop a positive and resilient attitude. Our expectations are high and we consistently strive to ensure that all pupils are equipped to achieve their full potential.

This policy reflects the SEND Code of Practice (2015). It is available on our school's website or a copy can be obtained from the school office.

This policy should be read in conjunction with other safeguarding and inclusion policies.

Section 2

Aims and Objectives of SEND Policy

Aims	Objectives
• To raise the aspirations and expectations for all pupils with SEND • To provide a focus on the outcomes for pupils and not just the hours of provision and support • To reduce the gap and help pupils who find learning more difficult by providing extra or different support so they can make progress alongside their peers.	• To identify and provide for pupils with SEND • To work within the guidance provided in the SEND Code of Practice (2015) • To operate a graduated approach to SEND following the "Assess, Plan, Do, Review" cycle as outlined in the SEND Code of Practice (2015)

Section 3

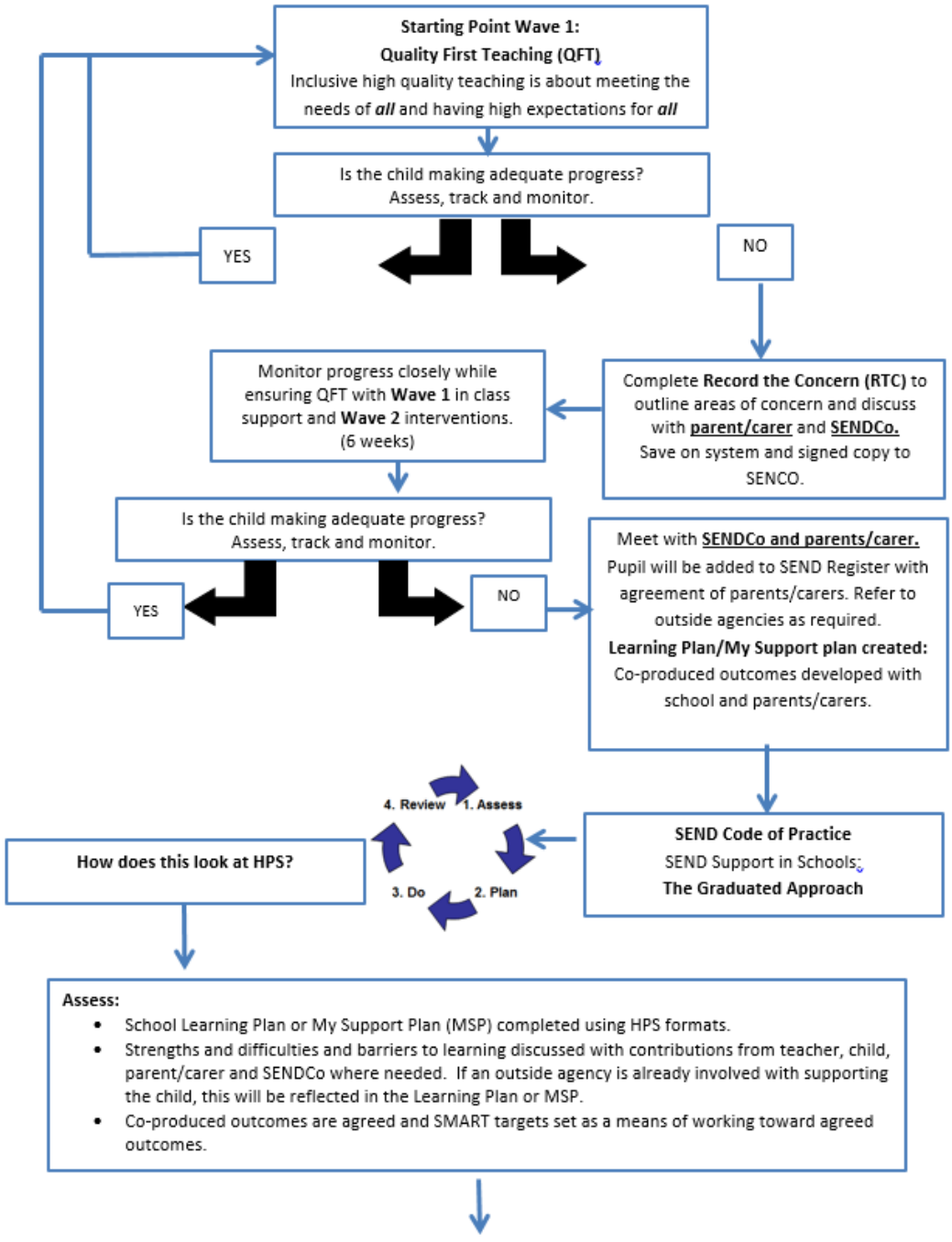
Identifying Pupils with SEND

Pupils are identified as having a Special Educational Needs and/or Disabilities (SEND) if:

- They have a specific diagnosis from education or health professionals

- They do not make adequate progress with quality first teaching and have access to Wave 1 and 2 interventions (see 'Harmondsworth Primary School SEND Support flow chart below and 'Wave of Intervention Model' on page 11)

Harmondsworth Primary School SEND Support



Plan:

- Planned adjustments outlined on Learning Plan or MSP.
- Wave 1-3 strategies identified to support SMART Targets and Agreed outcomes.
- By who and how often identified.
- Provision map completed with clear targets created for Wave 2 & 3 interventions and review dates set by Class Teacher.

Do:

- Planned support and intervention implemented.
- Progress overseen by class teacher and SENDCo.
- Close communication between all involved in supporting child. TAC.

Review:

- Termly Pupil progress meetings with SLT – SEN children closely monitored
- Provision Impact sheets completed to review impact and progress (1/2 termly and termly depending on intervention length). Completed by TAC – class teacher, LSA and outside agencies.
- Learning Plans/ MSP – outcomes and targets reviewed with TAC meeting. Progress towards outcomes and targets noted and next steps agreed. SSP/MSP updated following meeting with parent/carer and SENDCo. Adjustments made where needed with support and intervention. – noted on plans. (termly)

Signpost:

- Where expert advice is required to support a child in reaching agreed outcomes outside referrals can be made to by the SENCO
- Advice and strategies given are to feed into SSP and MSP as part of the Team Around Child approach.

Behaviour Support – BST
Occupational therapist - OT
Speech and Language therapist – SALT
Educational Psychologist – EP
Children Development Centre – CDC
Early Help Assessment – EHA
Child and Adolescent Mental Health Service – CAMHS
Connect Ed- Play/Drama Therapist
CITS – Children's Integrated Therapy Service

Evaluate and request:
Most children can have needs met by following the assess-plan-do-review cycle.
Where a child continues to not make progress despite support and purposeful actions, parents/school can consider requesting an Educational Health Care Plan (EHCP).
TAC meeting – to agree and carry out request as per Local Authority Guidelines.

Exiting the SEN register:
Where a child has made rapid progress and the gap between them and their peers has closed, they can, with the agreement exit the SEN register.
Children will be monitored closely to ensure progress is maintained.

The SEND Code of Practice (2015) describes four broad categories of need:

1.Communication and Interaction Needs	Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their live. Children and young people with Autism Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others
2. Cognition and Learning Needs	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), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. Social, Emotional and Mental Health Needs	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

	Pupil's behaviour will not be seen as SEND but the route cause/underlying reason will be identified as the SEND.
4. Sensory and/or Physical Needs	Some pupils require specialist educational provision because they have a disability that hinders them from making use of the educational facilities generally provided. Many pupils with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Section 4

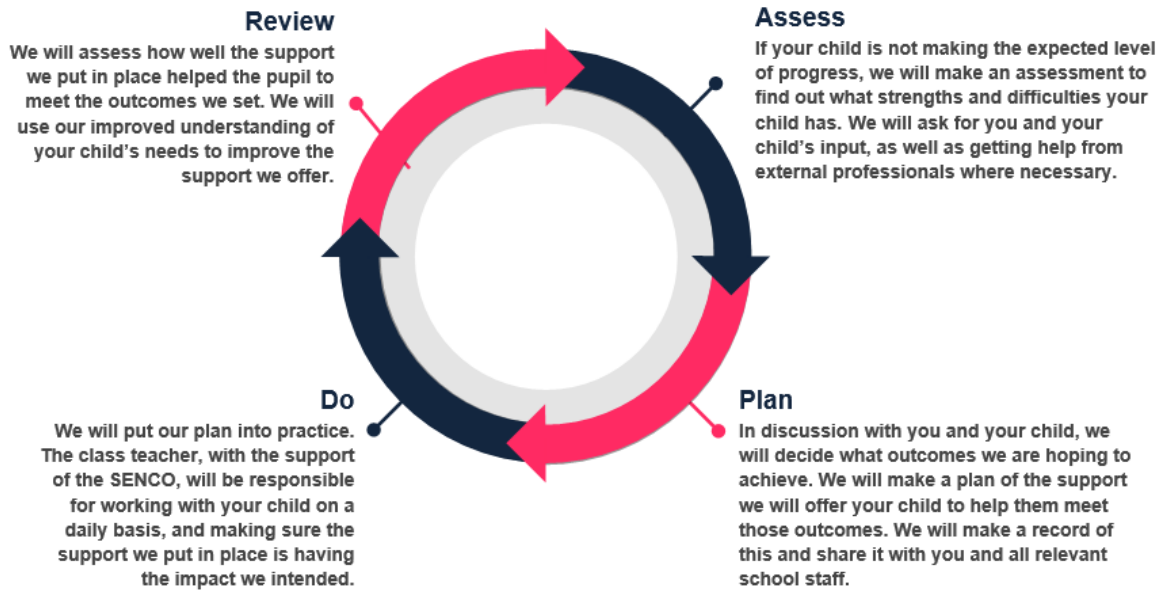
A 'Graduated Approach' to SEND and Managing Pupils Needs on the SEND Register (Assess-Plan-Do-Review)

Quality first teaching and differentiation for individual pupils is essential; access to interventions cannot compensate for lack of quality first teaching. The class teacher will always be responsible and accountable for the progress of all the pupils in their class, including those with support from Learning Support Assistants (LSAs) or specialist staff during interventions.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and improving teachers' understanding of strategies to identify and support vulnerable pupils. We conduct this through:

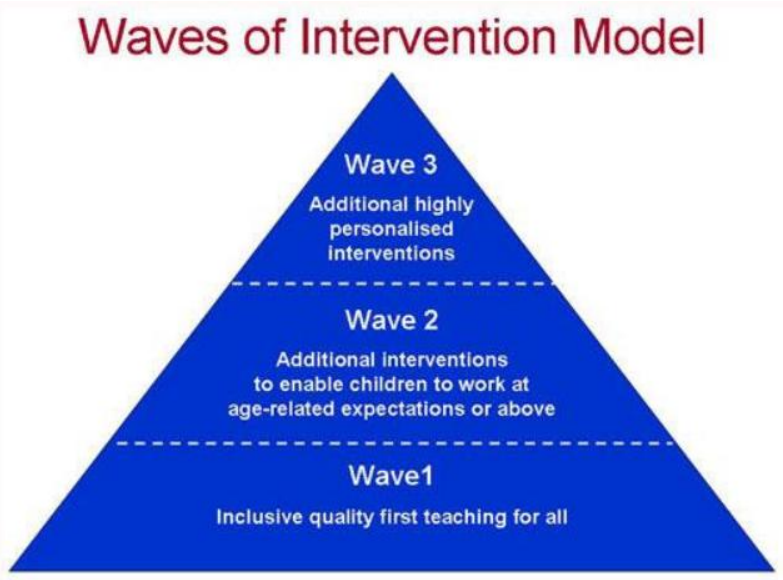
- Termly pupil progress meetings (teacher and SENDCo)
- Lesson/intervention observations, including learning walks and 'drop ins'
- Book monitoring
- Pupil voice

Following this, specific training is planned and delivered to class teachers and LSAs. We follow the 'graduated approach' to meeting our pupil's SEND needs. The 'graduated approach' is a 4-part cycle of: **Assess, Plan, Do, Review (APDR).** In conjunction with the APDR, we follow the 3-tier 'Waves of Intervention Model' (see page 11).



1. Assess	Early identification of pupils with SEND is imperative. Assessments of pupils with SEND are obtained through a variety of ways: • Parent consultations • Pupil voice • Early childhood development (birth/milestones/2-year check) • Monitoring and tracking of progress and attainment • Observations within a setting (e.g. home/school) • Pupil Progress Meetings (PPMs) • Appropriate referrals to outside agencies • Alternative assessments (needs based) Special education provision is provided to the pupil after careful assessments and discussions involving the teachers, SENDCo, parents and other

	professionals. A 'Raise the Concern' (RTC) is created with parents, demonstrating the start of the graduated (APDR) approach. Regular ongoing assessments inform the writing of Learning Plans, My Support Plans and RTC reviews.
2. Plan	Prior to a SEND support plan (Learning Plan or My Support Plan) being put in place, teachers will have discussed their concerns with the SENDCo and parents by discussing a Raise the Concern (RTC) form completed by the teacher. Wave 1 and 2 interventions are put in place to support the child. If a child needs Wave 2 interventions for two terms, they are added to the Special Educational Needs and/or Disabilities (SEND) register. If the child needs support from an outside agency, they are added to the SEND register and a Learning Plan or My Support Plan (MSP) is created with input from child, parent/carer, teacher, SENDCo and any outside agency that may be involved. Co-produced outcomes are decided and SMART targets are set to support the child in achieving these outcomes. Wave 1-3 interventions are recorded on the Learning Plan or MSP.
3. Do	Planned support and intervention is implemented and progress overseen by the class teacher and SENDCo. There is a close communication between all adults involved in supporting the child.
4. Review	All Learning Plans, My Support Plans (MSPs) and RTCs follow a clear cycle of review with parent/carer involvement and an updated plan created. Wave 2-3 Interventions are reviewed termly. Regular advice provided by outside agencies will feed into Learning Plans, MSPs and appropriate provisions made.



Wave 1	**Quality first teaching** which takes into account **the learning needs of all pupils in the classroom.** This includes providing **adapted plans, tasks and creating an inclusive learning environment**.
Wave 2	**Specific, additional** and **time-limited interventions** provided for pupils who are working below the age-related expectations. Interventions are delivered by a Learning Support Assistant (LSA) or class teacher in small groups where the needs are similar.
Wave 3	**Targeted interventions** for a small percentage of pupils, who require a **high-level of additional support** and/or **specialised provision** to support their needs. Interventions are highly personal and will include input from outside agencies such as, Speech and Language Therapy (SALT), Occupational Therapy (OT), Educational Psychologists (EP) and SEND Advisory Services (SAS). Planned interventions are recorded for all provision, the impact and progress is overseen and monitored by the class teacher and SENDCo.

The SENDCo can refer to the below outside agencies:

SEND Officer		Special Needs and/or Disabilities Officer
EP		Educational Psychologist
CITS *(Children's Integrated Therapy Services)*	OT	Occupational Therapy
	SALT	Speech and Language Therapy Services
	Physio	Physiotherapy
CDC		Child Development Centre
CAMHS		Child and Adolescent Mental Health Services
SAS		SEND Advisory Services
Dyslexia Expertise Services		Dyslexia Assessment Services
Connect Ed		Counseling Therapies (e.g. Art Therapy)
EMHP		Educational Mental Health Practitioners
Hillingdon Early Help		Parent support agency
Hillingdon Young Carers		Hillingdon Young Carers Trust
School Nurse		School Nursing Team
CABS		Child and Adolescent Bereavement Service (support for pupils and families navigating illness or grief)
Hillingdon Rainbow Trust		Supporting families who have a child (0-18) with a life-threatening or terminal illness

Most pupils can have their needs met by following the APDR cycle. Where a pupil has received cycles of APDR and has made limited or no progress, despite the support implemented; parents/carers and school may consider requesting Educational Health Care Needs Assessment (EHNCA).

At this stage, if the school can demonstrate they have spent their additional Element 2 funding (£6000) in support of the pupil's needs and they continue to require further provision and adaptations to meet complex needs, an application to the London Borough of Hillingdon will be made for an EHCNA. This carries additional funding for a highly personalised and multi-agency programme of support.

An EHCNA will not always lead to an Educational Health Care Plan (EHCP). The information gathered during an EHCNA may indicate ways in which the school can meet the pupil's needs without an EHCP.

Where the Local Authority determines that special educational provision may be required through an Education, Health and Care Plan (EHCP), all relevant agencies will work collaboratively with the school, parents, and the pupil to develop, implement, and review the EHCP. Reviews will be statutory and conducted annually.

Early Support Funding (ESF)

Additional funding for a pupil with high needs, who may not qualify for an EHCP, can be obtained from the Local Authority. This funding is available for pupils who have a reviewed My Support Plan and are already receiving a high-level of support within school.

Section 5

Criteria for exiting the SEND Register

Some pupils with Learning Plans make rapid progress, narrowing the gap between them and pupils without SEND. Following their review, and parents being informed, these pupils will be removed from the SEND register and closely monitored by the class teacher and the Senor Leadership Team (SLT) through regular pupil progress meetings.

Section 6

Supporting Pupils and Families

The Local Authority (LA) Offer -The LA publishes a local offer which we have contributed to and can be found at: https://www.hillingdon.gov.uk/article/4654/SENDD-local-offer

The School Offer – this shows what we offer SEND pupils and our admissions policy School and is found on our website: https://www.harmondsworthprimary.org/SENDd-local-offer-SENDdco-contact-details/

SENDDIASS - More information on the support they can offer:
Tel: 01895 277001, Email: SENDdiass@hillingdon.gov.uk or Disabled Association Hillingdon (DASH)
Tel: 020 8848 8319

The SEND Code of Practice (2015) - For the full document please find at:
https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25

Hillingdon Stronger Families Hub - If you're a parent/carer in Hillingdon, we can provide you and your family with lots of different help about a range of things, including:

- Concerns about your child's general behaviour
- Support and advice with parenting
- Difficulties at home, such as daily routines
- Domestic abuse
- Worries about your child's school attendance or achievement in education
- Bullying or online abuse
- Teenage concerns, such as going missing, taking drugs, or associations with gangs
- Support if your child has (or you feel they may have) additional needs

https://www.hillingdon.gov.uk/stronger-families-hub

Section 7

Supporting Pupils at School with Medical Conditions and/or Long-Term Conditions

Pupils with medical and/or long-term conditions are appropriately supported to ensure full access to education, including school trips and Physical Education (PE). Where such conditions meet the definition of a disability, the school will fulfil its duties under the Equality Act (2010). Some pupils may also have significant and complex Special Educational Needs and/or Disabilities (SEND) and may have an Education Health and Care Plan (EHCP). An EHCP brings together a pupil's educational, health and social care needs, as well as their special educational provision, following the SEND Code of Practice (2015).

Our school building is one-story and there is access to a disabled toilet. Please refer to our school's policy for supporting pupils with medical and/or long-term conditions.

Section 8

Monitoring and Evaluation of SEND

The school regularly monitors and carefully evaluates the quality of provision that we offer to all pupils. Progress is regularly monitored through pupil progress meetings, Learning Plans, My Support Plans, book monitoring, learning walks and the impact of interventions. Data is analysed termly by the Senior Leadership Team (SLT) where all SEND pupils are monitored closely.

Our monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils. We seek the views of parents, pupils and staff.

The school reflects on SEND provision annually in line with the SEND Code of Practice (2015) by using the Hillingdon Self-evaluation document. The school work closely with the SEND Advisory Service (SAS) from the Local Authority and engage in evaluation of practice through the SEND review process.

Section 9

Training and Resources

SEND is funded from the school budget and is ring fenced.

All staff are encouraged to take part in regular in-house and external training opportunities. Staff work closely with outside agencies to receive specific training to support the needs for groups of pupils.

During learning walks and monitoring, SLT and the SAS team identify any areas that need further development and provide appropriate training.

All teachers and support staff undertake induction upon taking a post, which includes:

- Meeting the SENDCp to understand the systems and structures in place around the school's SEND provision and practice
- Discussing the needs of individual pupils, as all staff are aware of pupils with additional needs and the care plans in place; training is provided as appropriate for this

The school's SENDCo regularly attends Local Authority SEND meetings and training in order to keep up-to-date with SEND in Hillingdon.

We work in partnership with Special schools and receive bespoke training from them. In addition, outside agencies deliver training around specific needs, such as:

- **SLCN** – Speech, Language and Communication Needs
- **ADHD** – Attention Deficit Hyperactivity Disorder
- **Attachment Disorder**
- **Autism** – Autism Spectrum Condition (ASC) / Autism Spectrum Disorder (ASD)
- **DLD** – Developmental Language Disorder
- **ADD** – Attention Deficit Disorder

Section 10

Role of the Governor:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's national SEND budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the SEND Code of Practice (2015)
- Meeting the school's Special Educational Needs and Disabilities Co-Ordinator (SENDCo) on a termly basis, to learn about the school's SEND provision and monitor the implementation of the SEND policy
- Observing first-hand how the school ensures that pupils with SEND are actively involved in all aspects of school life, both inside and outside the classroom
- Keeping informed about developments in the area of SEND, nationally, locally, and within the school

Section 11

Reviewing the Policy

The policy will be reviewed annually.

Section 12

Accessibility

Our accessibility plans are made in conjunction with parents and Governors. Full details are available on the school's website: https://www.harmondsworthprimary.org/school-policies/

Section 13

Bullying

We understand that pupils (nationally) with SEND are far more likely to be bullied. With this in mind, we have a zero tolerance to bullying of any kind and safeguarding of vulnerable groups is a priority.

Anti-bullying is embedded through the school's Personal, Social and Health Education (PSHE) curriculum. Additional support is provided through social skills groups and playtime support to help vulnerable children.

For further information on this topic, please refer to our school's Behaviour Policy and our Anti-Bullying Policy on our website.

Section 14

Dealing with Complaints

See our separate Complaints Policy.

Section 15

Glossary

Access arrangements	Special arrangements to allow pupils with SEND to access assessments or exams.
Adaptation	When teachers adapt how they teach in response to a pupil's needs. When teachers adapt tasks to ensure pupils can access their learning.
Annual review	An annual meeting to review the provision set out in a pupil's EHCP.
Area of need	The 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are: • Communication and Interaction • Cognition and Learning • Sensory and/or Physical • Social, Emotional and Mental Health
CAMHS	Child and Adolescent Mental Health Services
EHCNA	Educational Health Care Needs Assessment is the first step on the way to securing an EHCP. The Local Authority will conduct an assessment to decide whether a child needs an EHCP.
EHCP	Educational Health Care 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.
Graduated approach (Assess-Plan-Do-Review)	A structured approach to SEN support in which the school follows successive cycles of assessment, planning, implementation, and review to evaluate and adapt provision for the pupil.
Intervention	A short-term, targeted programme of support designed to teach specific skills and achieve a defined outcome for a pupil.
Local Offer	The Local Offer is a published description of the education, health, and care services available in the local area to support children and young people with SEN.

Outcome	A target for pupils to work towards. Some pupils with SEN work towards targets that are not necessarily related to academic attainment, but a bespoke area of need.
Provision	The ongoing support a pupil receives as part of their daily access. Provision can be bespoke, depending on the pupil's individual needs.
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's needs/disabilities.
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SEND (First-tier) tribunal	The SEND (First-tier) Tribunal is a court that hears appeals about Local Authority decisions on EHCNAs and EHCPs, and cases involving SEND-related discrimination by schools or Local Authorities.
SEND Code of Practice (2015)	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 Needs provision which meets the needs of pupils with SEN.
Transition	When a pupil moves between years, phases, schools, institutions or life stages.