

SEND Policy

Grange Park School



Approved by Governing Body	Date: 22 nd January 2026
Last reviewed on	Date: 22 nd January 2026
Next review due by	Date: 22 nd January 2027

TABLE OF CONTENTS

Section	Item	Page number
1	Aims and objectives	3
2	Vision and Values	3
3	Legislation and Guidance	4
4	Inclusion and equal opportunities	4
5	Definitions	4
6	Roles and responsibilities	5
7	SEND Information Report	6
8	Our approach to SEND support	6
9	Expertise and training of staff	7
10	Links with external agencies	7
11	Admissions and accessibility	8
12	Complaints	8
13	Monitoring and evaluation	8
14	Related documents	9

1. Aims and objectives

This policy sets out the principles and practices that underpin our provision for pupils with special educational needs and disabilities (SEND). Our aim is to ensure that the school fully complies with all current legislation and statutory guidance, creating a learning environment where pupils with SEND can thrive. We are committed to the early identification and timely support of all children with SEND so that their needs are met as soon as possible. The provision of inclusive, high-quality teaching that incorporates reasonable adjustments is central to our ethos, allowing every pupil to access the curriculum on equal terms.

We believe in the importance of working collaboratively with families and a wide range of external professionals to support the development and wellbeing of each child. Pupils with SEND are encouraged to take an active role in their education, expressing their views and participating in decisions about their learning. We have high expectations for all pupils, including those with SEND, and strive to help every learner reach ambitious yet realistic academic and personal goals. By nurturing their strengths and fostering independence, we aim to support pupils as they transition to the next phase of their education and into adult life. Our objectives also include ensuring that children with SEND are actively involved in all aspects of school life, that staff are well-trained and supported, and that effective systems are in place for ongoing monitoring and improvement of SEND provision.

2. Vision and values

Grange Park School is fully committed to creating a supportive and inclusive environment that values diversity and celebrates the unique contributions of every pupil. We are guided by the belief that every child has the right to a broad and balanced education. Our school strives to deliver a curriculum that is accessible and engaging, with adjustments and personalisation made as necessary to ensure meaningful participation for all learners.

We believe that the responsibility for the progress of pupils with SEND is shared by the entire school community. Every teacher is a teacher of SEND, and as such, is expected to adapt their teaching to meet the varying needs of their pupils. Our teaching assistants are deployed effectively and benefit from regular, structured training to equip them for the challenges of supporting children with diverse needs. We promote a culture of high expectations, where all children, including those with SEND, are encouraged to believe in their own potential and strive for excellence. Working in partnership with families, we aim to empower children to become confident, capable individuals who are well-prepared for future educational and social transitions.

3. Legislation and guidance

This policy is based on the principles outlined in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015). It is underpinned by the legal framework established in the

Children and Families Act 2014, which sets out the responsibilities of schools in relation to pupils with SEND. The Equality Act 2010 provides additional guidance on how schools must make reasonable adjustments to ensure equality of access for disabled pupils.

In addition to these key pieces of legislation, we adhere to various statutory regulations, including the SEND Regulations 2014, which detail the expectations surrounding Education, Health and Care (EHC) plans, local offers, and the roles of SENDCos. Other relevant documents include the Education Acts of 1996, 2002, and 2011, as well as the School Admissions Code, which outlines our duty not to discriminate against pupils with SEND during the admissions process. We also align our practices with the statutory guidance on Supporting Pupils with Medical Conditions and make reference to relevant local authority documents. These collectively inform our inclusive and responsive SEND provision.

4. Inclusion and Equal Opportunities

Inclusion is at the heart of our school ethos. We believe that all pupils, regardless of their individual needs or abilities, should be given the opportunity to participate fully in school life. This includes access to academic learning, extracurricular activities, social events, school trips, and leadership opportunities. We actively promote a culture of respect, understanding, and empathy, where differences are valued and pupils learn from one another.

To achieve this, we utilise the Hillingdon Ordinarily Available Provision (OAP) framework to guide adjustments and interventions that are considered part of everyday good practice in schools. Our teachers work collaboratively to plan and deliver lessons that are differentiated, engaging, and tailored to meet a wide range of learning profiles. We ensure that the school environment is accessible, welcoming, and responsive to the needs of all pupils, including those with sensory, physical, or medical conditions. Class teachers are responsible for ensuring that their classroom practices are inclusive and aligned with the OAP non-negotiables agreed upon within the borough. We also encourage close collaboration with parents and carers to ensure a joined-up approach to inclusion, both in and outside of school.

5. Definitions

Special Educational Needs and Disabilities (SEND) refer to a learning difficulty or disability that requires special educational provision to be made for a child. A child is considered to have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability that makes it harder for them to access the educational facilities provided in mainstream settings. A disability, as defined under the Equality Act 2010, is a long-term physical or mental impairment that substantially affects a person's ability to carry out normal daily activities.

SEND needs are generally categorised into four broad areas:

1. **Communication and Interaction** – Difficulties with understanding, processing, or using spoken and/or non-verbal language, and challenges in social communication.

2. **Cognition and Learning** – Difficulties with acquiring and retaining knowledge or skills, often resulting in slower progress than peers.
3. **Social, Emotional and Mental Health** – Difficulties with emotional regulation, social relationships, or behaviour, which can impact learning and wellbeing.
4. **Sensory and/or Physical Needs** – Physical or sensory impairments that may require additional support to access the learning environment effectively.

Children may have needs that fall into more than one category and may change over time. Therefore, our approach to identification, support, and review is flexible and responsive to these changes.

6. Roles and responsibilities

The implementation of effective SEND provision is a shared responsibility involving all members of the school community. The SENDCo plays a critical leadership role by coordinating and reviewing the provision across the school. Their responsibilities include maintaining detailed records, liaising with staff, families, and external agencies, ensuring the appropriate support is in place for each pupil with SEND, and supporting teachers in delivering differentiated teaching. They oversee Education, Health and Care (EHC) plans and lead on training initiatives related to SEND.

The Headteacher works closely with the SENDCo to ensure compliance with legal requirements and to lead the strategic development of SEND provision. This includes evaluating the quality of teaching, overseeing the budget allocation for SEND, and ensuring that parents are informed and involved in decisions about their child's education. The Headteacher also ensures that pupil records are accurately maintained and appropriately transferred when children move schools.

Governors are responsible for holding the school to account for the quality and effectiveness of its SEND provision. They ensure that a suitably qualified SENDCo is appointed, that resources are appropriately allocated, and that the school meets its statutory duties, including those under the Equality Act 2010. The SEND Link Governor has a specific role in supporting, challenging, and monitoring the SENDCo and updating the governing board on progress.

Class Teachers have day-to-day responsibility for the progress and development of all pupils in their class, including those with SEND. They are expected to plan inclusive lessons, implement strategies recommended by the SENDCo, maintain open communication with parents, and assess and record pupil progress. Teachers ensure their planning adheres to Hillingdon's OAP guidelines and that classroom adjustments support the full participation of every learner.

Teaching Assistants (TAs) are key partners in the delivery of SEND support. They work under the guidance of class teachers and the SENDCo to provide targeted support to individuals or small groups. Their role includes helping to prepare resources, monitoring pupil responses, supporting both in-class and intervention work, and feeding back to teaching staff and the SENDCo about pupil progress.

Parents and carers are valued partners in the education of their children. They are encouraged to engage actively with the school, contribute their insights during review meetings, and support their

child's learning at home. Pupils are also encouraged to take ownership of their learning by participating in setting targets, reflecting on their progress, and sharing their views during reviews.

7. SEND Information Report

Each school publishes an annual SEND Information Report, which outlines how the SEND policy is implemented in practice. This report is available on the school website and provides clear, accessible information for parents, carers, and external partners. It includes details about how SEND needs are identified and supported, the role of external agencies, the training of staff, and how adjustments are made to the learning environment. The report also outlines how the school contributes to the Local Offer, including how parents can access services and support. The SEND Information Report is regularly reviewed and updated to reflect changes in provision, staff, and policy.

8. Our approach to SEND support

Our school adopts a graduated approach to SEND support, which follows a four-part cycle: Assess, Plan, Do, and Review. When a concern is raised about a pupil's progress or development, the class teacher, supported by the SENDCo, carries out a detailed assessment. This assessment involves gathering information from multiple sources, including prior attainment data, teacher observations, parental feedback, and where appropriate, pupil voice. Additional specialist assessments may be conducted if further clarity is needed.

Once needs are identified, a clear plan is agreed with input from the class teacher, SENDCo, pupil, and parents. This includes setting measurable targets, selecting evidence-based interventions, and clarifying roles and responsibilities. The agreed strategies are then implemented by the class teacher and supported by TAs, with the SENDCo offering further advice as required. The effectiveness of the interventions is monitored closely and reviewed at regular intervals. Adjustments are made as needed to ensure that the pupil is making progress toward the agreed outcomes.

Pupils who require support that goes beyond the resources and expertise of the school may be considered for an Education, Health and Care Plan (EHCP). The school works closely with the local authority and other professionals to assess eligibility and ensure appropriate documentation is provided. All EHCPs are reviewed annually with input from all stakeholders.

We are also committed to supporting pupils with medical needs. Where appropriate, individual healthcare plans are put in place and shared with all relevant staff. These plans detail the support a pupil requires to access education safely and confidently.

9. Expertise and training of staff

The professional development of staff is a priority to ensure high-quality SEND provision. All new staff receive induction training that includes an overview of the SEND policy, the Code of Practice,

safeguarding, and inclusive teaching strategies. The SENDCo is responsible for identifying training needs across the school and for organising both in-house sessions and access to external training providers.

Training is tailored to meet the evolving needs of the school and may include topics such as Autism Spectrum Disorder, ADHD, social communication difficulties, literacy interventions, and emotional regulation strategies. The school maintains records of all training undertaken, and its impact is evaluated through staff feedback and changes in classroom practice. Staff are encouraged to reflect on their own learning and to seek support when needed. This culture of ongoing learning helps ensure that our provision is effective, current, and responsive to best practice.

10. Links with external agencies

Recognising that no single setting can meet all the needs of every pupil, we maintain strong links with a wide range of external professionals. These include Educational Psychologists, Speech and Language Therapists (SALT), Occupational Therapists (OT), Physiotherapists, Child and Adolescent Mental Health Services (CAMHS), school nurses, paediatricians, and the local authority's Inclusion and Advisory Services.

These professionals work in partnership with our staff to assess needs, provide advice, deliver interventions, and support pupils' development. The SENDCo is the key liaison with these agencies, ensuring clear communication and coordination. Joint planning and multi-agency meetings are held as needed to ensure a cohesive approach to supporting pupils. Referrals are always made in partnership with parents, and their consent is sought prior to any involvement.

11. Admissions and accessibility

We welcome all children, including those with SEND, and do not discriminate during the admissions process. Our admission arrangements comply with the School Admissions Code and the Equality Act 2010. We admit children with EHCPs when our school is named in the plan, and we work closely with the local authority to ensure a smooth transition and appropriate support from the outset.

The school's Accessibility Plan outlines how we are improving physical access, ensuring that curriculum materials are accessible to all pupils, and developing staff awareness around supporting children with disabilities. Adjustments may include the provision of assistive technologies, changes to classroom layout, or personalised timetables. Our aim is to ensure that every child can participate fully and confidently in school life.

12. Complaints

We are committed to resolving concerns about SEND provision promptly and fairly. In the first instance, parents are encouraged to speak informally with the class teacher to discuss their concerns. If the issue remains unresolved, they may raise it with the SENDCo or the Headteacher for further consideration.

Should concerns persist, a formal complaint can be made following the procedures outlined in the school's Complaints Policy. If the matter cannot be resolved at the school level, parents may contact the local authority, which has a duty to provide mediation and dispute resolution services. We aim to work collaboratively and transparently with families to avoid disagreements and ensure the best possible outcomes for pupils.

13. Monitoring and evaluation

The effectiveness of our SEND provision is reviewed annually through a process that includes staff feedback, parent consultations, pupil voice, and analysis of attainment and progress data. The SENDCo maintains detailed records of all pupils on the SEND register, including evidence of progress and support provided. Provision maps and intervention logs are reviewed termly to assess impact.

The governing board receives an annual report that outlines how well the school is meeting the needs of pupils with SEND and identifies any areas for improvement. This report informs strategic planning and helps ensure accountability. Monitoring also includes lesson observations, work scrutiny, and staff training evaluations to ensure a high standard of inclusive practice is maintained.

14. Related documents

This policy should be read in conjunction with the following documents:

- Accessibility Plan
- SEND Information Report
- Behaviour and Attendance Policies
- Safeguarding and Child Protection Policy
- Admissions Policy
- Local Offer
- Staff SEND Handbook
- Disability Equality Scheme
- Teaching and Learning Policy
- Assessment Policy
- Differentiation Policy
- Inclusion Policy
- Looked After Children Policy

