

SEND Information Report

Grange Park School



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1. What is the school SEND Information Report?

At Grange Park School, we believe that all of our pupils should receive quality first teaching and should have access to opportunities that will help them to thrive in their attainment, attitudes and aspirations.

Our special educational needs and disabilities (SEND) Information Report aims to provide information to parents on the provision available in school whilst making reference to the local offer. The four areas of SEND will be covered in this document in the form of: communication and interaction, cognition and learning, social, emotional and mental health needs and sensory and physical needs.

Grange Park School supports a range of individuals and aims to offer consistency in the support, services, facilities and opportunities available to pupils. This is in line with the local offer which can be found through the following link:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

The local authority is required to publish a local offer to identify support available to children and young people in the borough.

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Outline opportunities, attainment, services and facilities to support our pupils in being the leaders of tomorrow.

This report sets out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

The purpose of the SEND Information Report:

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

In striving to be the best they can be, every pupil is supported to succeed – socially, emotionally and academically.

2. Vision and values

At our school, we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

Grange Park School is focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

All pupils, regardless of their particular needs, receive quality first teaching that is adapted, personalised, and meets the needs of all children, enabling them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data, based on their age and starting points.

We also believe in working in close partnership with families to help children become confident individuals able to make a successful transition to the next phase of their education. Early identification of needs and use of rigorous pupil progress tracking allows us to implement timely and effective interventions. Our use of an adapted curriculum ensures access and opportunity for all.

3. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs), and the SEN information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which outlines the school's obligation to admit all pupils whose EHC plan names the school, and not to disadvantage children with disabilities or special educational needs

This policy also aligns with the local authority's responsibilities to publish and maintain a Local Offer for children and young people aged 0–25 years with SEND. This includes improving choice and transparency for families and ensuring they are actively involved in decisions regarding support and provision.

4. Definitions

4.1 *Special Educational Needs*

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools

Special educational provision is support that is additional to or different from that which is generally made for other children of the same age in mainstream schools.

4.2 *Disability*

A pupil is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal daily activities.

Grange Park School will make reasonable adjustments to ensure pupils with disabilities are not at a substantial disadvantage compared with their peers.

4.3 *Common Terms and Arrangements*

- **Access arrangements** – Special adjustments for pupils with SEND to access assessments or exams
- **Annual review** – Yearly review of a pupil's EHC plan
- **Areas of need** – The four categories: communication and interaction; cognition and learning; sensory and/or physical; social, emotional and mental health
- **CAMHS** – Child and Adolescent Mental Health Services
- **EHC needs assessment** – An assessment by the local authority to determine if an EHC plan is necessary
- **EHC plan** – A legally binding document outlining a pupil's needs and the provision to meet those needs
- **Graduated approach** – Cycles of assessment, planning, implementation, and review
- **SENDCo** – The Special Educational Needs Coordinator
- **SEND Code of Practice** – Statutory guidance for supporting pupils with SEND
- **SEND register** – A school record of pupils identified with SEND
- **Transition** – Movement between classes, year groups, or phases

4.4 *The Four Areas of Need*

Grange Park School supports pupils whose needs fall under one or more of the four broad areas:

- **Communication and Interaction** – Difficulties with understanding, processing, or using spoken and/or non-verbal language, and challenges in social communication.
- **Cognition and Learning** – Difficulties with acquiring and retaining knowledge or skills, often resulting in slower progress than peers.
- **Social, Emotional and Mental Health** – Difficulties with emotional regulation, social relationships, or behaviour, which can impact learning and wellbeing.
- **Sensory and/or Physical Needs** – Physical or sensory impairments that may require additional support to access the learning environment effectively.

We recognise that children’s needs may span multiple categories and may evolve over time. Our identification and support strategies reflect this.

5. Which staff will support my child and what training have they had?

5.1 Our Special Educational Needs Coordinator (SENDCo)

Each SENDCo is a qualified teacher who holds the National Award for Special Educational Needs and Disabilities Coordination (NASENDCo). Mrs Rebecca Sheppard coordinates Nursery to Year 4 and Miss Ella Allen coordinates Years 5 and 6. They can be contacted via:

office@grangeparkschool.co.uk

They are responsible for:

- Coordinating provision for children with SEND
- Developing and reviewing the school’s SEND policy
- Monitoring the progress of children with SEND
- Notifying parents when a child is added to the SEND register
- Maintaining the SEND register to plan and track support and resources
- Liaising with external agencies and health professionals
- Supporting teachers and teaching assistants with resources and training
- Providing specialist advice and ensuring all staff are equipped to meet a wide range of needs

5.2 Class Teachers

All our class teachers receive in-house SEND training and work closely with the SENDCos. They are responsible for:

- Adapting and refining the curriculum to address all children’s needs
- Monitoring each child’s progress and providing additional support as needed
- Collaborating with parents to create and review personalised education plans
- Implementing individual behaviour and regulation strategies, such as Zones of Regulation
- Working with outside specialists as needed

5.3 All Staff

Staff at Grange Park School are trained in:

- Safeguarding and Keeping Children Safe in Education
- Equality, Diversity and Inclusion
- Key school policies, including SEND, accessibility, curriculum and behaviour
- Zones of Regulation and de-escalation strategies
- Behaviour management techniques
- Supporting children with autism, speech and language needs, and dyslexia
- Attention Hillingdon, Language Link, and manual handling

SEND awareness is integrated into ongoing professional development, ensuring staff are continuously trained to meet emerging needs.

5.4 External Agencies and Professionals

We collaborate with:

- Speech and language therapists
- Educational psychologists
- Occupational therapists and physiotherapists
- Child development teams and paediatricians
- School nurses and health visitors
- CAMHS (Child and Adolescent Mental Health Services)
- Behaviour Support Services
- Hillingdon Talks, Moves and Plays therapy team
- Local Authority Inclusion, Early Support, and Sensory Intervention Teams
- HACS – Hillingdon Autistic Care and Support
- SEND Advisory Services (SAS)
- Social Services and the Education Welfare Team
- Child Protection Advisors and CFACS (Child, Family & Adolescent Consultation Service)

These professionals help assess, advise, and support pupils requiring more specialist input.

6. How are needs identified by the school?

Grange Park School is committed to early identification of needs through:

- Ongoing half-termly tracking of pupil progress
- Termly meetings between class teachers and the Senior Leadership Team
- Vigilant monitoring of behaviour and wellbeing
- Regular assessment of gaps in learning and intervention effectiveness
- Open communication channels with parents and carers

Areas of need may be raised by:

- Class teachers or learning support assistants
- Parents or carers
- Pupils themselves through worry boxes, check-ins or mentoring
- External agencies (e.g. paediatricians, health visitors, therapists)
- Transition information from nurseries or previous schools

If a child is not making expected progress despite quality first teaching and targeted interventions, teachers will consult with the SENDCo. The SENDCo may observe the pupil and gather information from staff, the child, parents, and, if necessary, external specialists.

A decision will then be made—communicated in writing to parents—on whether the child should receive SEND support and be placed on the SEND register. A support plan will be created and reviewed regularly in collaboration with parents and the pupil.

Pupils who join Grange Park School with existing support plans or EHCPs will have their needs assessed and provision aligned to ensure smooth transition and consistency.

7. How will the school measure my child's progress?

At Grange Park School, we follow the *graduated approach* to support pupils with special educational needs and disabilities. This structured, cyclical method ensures continual assessment and adjustment of support based on the pupil's development and feedback.

The Graduated Approach: Assess–Plan–Do–Review

1. Assess

The class teacher and the SENDCo carry out a detailed analysis of the pupil's needs, considering the views of the pupil and their parents. This may include insights from external specialists such as educational psychologists or speech and language therapists. Observations and assessments are regularly reviewed to ensure that support remains appropriate and targeted.

2. Plan

In collaboration with parents and the pupil, the class teacher and SENDCo will agree on interventions, desired outcomes, and timelines for review. All relevant staff are made aware of the pupil's needs, strategies, and goals. Details are recorded in pupil profiles, learning plans, and the school's information systems.

3. Do

Teachers remain accountable for the progress of all pupils, including when provision is delivered outside the classroom or by other adults. They liaise with teaching assistants or specialists to link interventions with mainstream teaching. The SENDCo provides ongoing advice, problem-solving, and evaluation.

4. Review

Support strategies and progress are evaluated according to the set review dates. This includes:

- The views of the pupil and parents
- Progress toward learning and developmental outcomes
- Input from teachers and staff
- Effectiveness of specific interventions

Adjustments are made collaboratively to improve outcomes.

Additional Progress Monitoring Measures Include:

- Termly progress reviews
- Use of provision maps to track support
- Annual reviews for pupils with EHCPs
- Parent consultations and outcomes meetings

This ensures that every child's learning journey is responsive and continuously improving.

8. How will my child and I be involved in decisions made about their education?

At Grange Park School, we believe in co-production with families. The degree of involvement will be tailored to your child's age, understanding, and preferences—but both parents and pupils will always have a voice.

Involving Pupils

We may seek your child's views by:

- Inviting them to meetings about their progress and support
- Helping them prepare visual or written statements
- Encouraging them to reflect through surveys or informal conversations
- Creating pupil profiles or contributions to EHCPs

Our goal is to ensure pupils understand their support, are comfortable advocating for themselves, and feel ownership over their learning.

Involving Parents and Carers

We aim to work in a transparent and collaborative manner. To support families:

- We maintain an open-door policy for quick discussions or longer meetings with class teachers or the SENDCo
- Parents are invited to termly meetings to discuss learning plans, targets, and progress
- Individualised Education Plans and Pupil Profiles are shared and co-developed with families
- We offer support in accessing and understanding EHCPs, specialist reports, and school documentation

- Parents can use Class Dojo or daily updates (where appropriate) to stay informed and involved

We also provide support and practical advice on how to help your child at home, including:

- Strategies linked to current targets
- Referrals to external agencies (e.g., Hillingdon SENDIAS)
- Emotional and behavioural advice where applicable

Parents play an essential role in shaping their child’s educational journey. We are committed to listening, partnering, and supporting every step of the way.

9. **How will the school adapt its teaching for my child?**

At Grange Park School, every teacher is responsible for delivering high-quality teaching that is adapted to meet the needs of all pupils. The class teacher is accountable for the progress and development of every child in their class, including those with SEND.

We ensure that all children have access to a broad and balanced curriculum and adapt teaching methods on a case-by-case basis to suit individual learning needs.

Adaptations May Include:

- Adapted work based on the child’s starting point
- 1-to-1 or small group teaching
- Pre-teaching of key concepts and vocabulary
- Extended processing time
- Visual supports such as timetables, task boards or social stories
- Practical resources (writing slopes, overlays, pencil grips, etc.)
- Use of technology or assistive devices (e.g., laptops, enlarged texts)
- Reduced language demands or sensory stimuli

Teaching assistants are deployed:

- To support individuals or small groups within the classroom
- To deliver targeted interventions outside of lessons
- To assist with behaviour regulation or organisational strategies

Children with higher needs may have personalised curriculum maps or individualised timetables, and staff use feedback from assessments to refine strategies regularly.

Intervention Types Include:

- Speech and language support
- Targeted literacy or numeracy groups
- Social skills programmes
- Attention Hillingdon activities

- Emotional regulation or self-esteem sessions

Our curriculum and approach promote inclusion both **academically and socially**, and we celebrate different learning styles to foster a sense of belonging and achievement.

Examples of Support by Area of Need:

Area of Need	Examples of Conditions	Support Strategies
Communication & Interaction	Autism, speech/language delays	Visual timetables, social stories, S&L therapy
Cognition & Learning	Dyslexia, dyspraxia, MLD	Coloured overlays, writing aids, adapted tasks
Social, Emotional & Mental Health	ADHD, trauma, anxiety	Pastoral groups, regulation strategies, 1-to-1
Sensory & Physical	Hearing/visual impairments, physical disability	Accessible classrooms, alternative equipment

Training is provided to ensure staff are confident and skilled in inclusive practice.

10. How will the school evaluate whether the support in place is helping my child?

We continuously evaluate the effectiveness of the support provided using a range of tools and methods. Evaluation is both qualitative and quantitative, taking into account academic progress, wellbeing, and engagement.

We will:

- Review pupil progress toward individual targets each term
- Evaluate intervention outcomes after each half term
- Use teacher assessments and provision maps to assess impact
- Gather pupil and parent feedback
- Monitor classroom observations and strategies through the SENDCo
- Conduct annual reviews for pupils with EHCPs

This cycle of review ensures that the support is meaningful, relevant, and flexible to meet evolving needs.

11. How will the school resources be secured for my child?

If your child has needs that require more than standard provision, we will ensure that the appropriate resources are allocated.

This could include:

- Purchasing specialist equipment or materials

- Increasing teaching assistant hours for targeted support
- Accessing further staff training
- Engaging external professionals for assessments and recommendations

Funding is allocated as follows:

- The school can provide up to £6,000 worth of provision from its delegated budget
- If further support is needed, the school will apply for top-up funding from the local authority
- Pupils with EHCPs will receive the provision detailed in their plan, funded accordingly

We regularly review our provision map to ensure support is tailored, effective, and sustainable.

12. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Grange Park School, inclusion is a core value. We are committed to ensuring that all pupils — including those with SEND — have equal access to every aspect of school life.

All extra-curricular activities and school trips are open to all pupils, including:

- School plays and performances
- Residential visits
- Before- and after-school clubs
- Sports Day and year group workshops
- Community events and leadership opportunities

No child will be excluded from an activity because of their SEND or disability. Where necessary, we will make reasonable adjustments, such as:

- Increasing adult-to-pupil ratios
- Providing alternative transport or access arrangements
- Adapting materials or expectations to suit the child's needs
- Completing risk assessments and healthcare plans where required

We also ensure that teaching assistants, welfare staff, or key adults are available to support children with additional needs during unstructured times, such as lunchtimes and playtimes, ensuring continued social inclusion.

13. How will the school support my child's mental health and emotional and social development?

Grange Park School provides whole-school and individualised support for pupils' emotional, social, and mental wellbeing. We understand that these areas are central to a child's ability to engage, achieve, and thrive.

Whole-School Approaches:

- Use of Zones of Regulation to help children identify and manage their emotions
- PSHE curriculum covering emotional wellbeing, healthy relationships, and resilience
- Anti-bullying initiatives and assemblies

Targeted Support:

- Pastoral groups focused on social skills, confidence-building, and managing anxiety
- Check-in sessions with learning mentors or trusted adults
- Individual or small group interventions around attachment, trauma, or behaviour
- Access to specialist services such as CAMHS, CFACS, or behaviour support teams

Inclusion Opportunities:

- Pupils with SEND are encouraged to join the various student leadership roles
- Participation in extracurricular opportunities and clubs to build self-esteem
- Peer mentoring and collaborative classroom practices

We maintain a zero-tolerance approach to bullying, and incidents are addressed in line with our behaviour policy and through supportive interventions.

14. What support will be available for my child as they transition between classes, phases or settings?

We understand that transitions — whether between year groups or to a new school — can be challenging, especially for children with SEND. We work proactively to prepare and support pupils and their families at each stage.

Between Year Groups (Internal Transitions):

- Transition meetings between current and new class teachers
- Summer term sessions with the new teacher and classroom environment
- Updated IEPs and pupil profiles passed on to receiving staff
- Social stories or photo books for children who benefit from visual supports

Between Schools (e.g. to Key Stage 2 or Secondary School):

- The SENDCo from the next setting meets with our SENDCo to discuss pupil needs
- Visits to the new school arranged, with additional visits if required
- Pupils may practice using a secondary school-style timetable or develop organisational skills
- Staff work with parents to identify and address any remaining learning gaps or anxieties

New Starters to Grange Park School:

- Liaison with health professionals or previous schools
- Staggered starts or phased transition plans if beneficial
- Comprehensive induction and baseline assessments

We aim to minimise anxiety and maximise confidence during transitions, with personalised planning when needed.

15. What support is in place for looked after and previously looked after children with SEND?

Looked-after and previously looked-after children are supported with particular sensitivity and care at Grange Park School. These pupils may have experienced trauma or disrupted education, and we ensure their unique circumstances are understood and responded to.

Miss Ella Allen, our SENDCo, is also the Designated Teacher for Looked-After Children, ensuring a joined-up approach between SEND and safeguarding.

We ensure:

- Class teachers and staff are aware of the child's context and how it may interact with their SEND
- Individualised Education Plans are aligned with Personal Education Plans (PEPs) and, if applicable, EHC Plans
- Regular communication with carers, social workers and the Virtual School
- Access to targeted interventions, wellbeing support, and personalised strategies

We are committed to helping all children reach their full potential, regardless of their background or life experiences.

16. What support is available for my family and I?

We recognise that supporting a child with SEND can be complex, and families may need guidance, reassurance, or additional resources. At Grange Park School, we are committed to working in partnership with parents and carers every step of the way.

If you are concerned, need help, or simply have questions about your child's learning or wellbeing, please reach out to us. Your first point of contact should be your child's class teacher. You may also contact the SENDCo or a member of the leadership team.

We Offer:

- An open-door policy to meet with staff by appointment

- Regular termly reviews and Outcomes Meetings
- Opportunities to contribute to IEPs, EHCP reviews, and school decisions
- Advice and strategies for supporting your child at home
- Access to supportive communication tools (e.g. communication diaries, visual resources)

Support from the Local Authority:

Hillingdon's Local Offer provides a clear guide to services and support available in the area for children and young people with SEND (ages 0–25), including educational, health, and social care options.

 **Local Offer:** <https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

Hillingdon SENDIASS (Information, Advice and Support Service):

This independent service offers free, confidential advice for parents and carers on topics such as:

- EHCP applications and appeals
- Mediation services
- Understanding reports from professionals
- Parental rights and responsibilities

 **SENDIASS:** <https://careandsupport.hillingdon.gov.uk/Services/130/SENDIASS>

National Charities Offering Support:

- **IPSEA (Independent Parental Special Education Advice)** – <https://www.ipsea.org.uk>
- **SEND Family Support** – <https://sendfs.co.uk>
- **NSPCC – SEND and parenting support** – <https://www.nspcc.org.uk>
- **Family Action** – <https://www.family-action.org.uk>

We are always happy to signpost additional resources, provide written documentation, or attend meetings with external services where this may help.