Date reviewed	Spring 2026
Agreed at Governors	16.03.26
Date to be reviewed	Spring 2027
Link Governor	Mrs N Abayawardana

School Special Needs Information Report

"This page is part of the Local offer for Hillingdon. Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25.

This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area".

School Name:		**Hayes Park School**	
Type of School:	Mainstream with Special Resource Provision	Primary, Autism Specialist Provision in addition to mainstream	
	Specialism	Autism Spectrum Conditions – In the Special Resource Provision, see separate entry criteria on website (Acorns)	
Accessibility	Wheelchair	Good but not exclusively accessible	
	Audio/Visual Enhancements	Some	
	Other adaptations	Visual environment to meet the needs of students with an Autistic Spectrum Condition	
Core Offer:			
Policies:	**Are the School's policies on its website for:**	SEN	YES
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		DIVERSITY AND EQUALITY	YES
		INCLUSION	YES

School Based Information		
Range of Provision and Staffing:		
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability? (SEND)?	**SENCO and Assistant Head for Inclusion and Special Resource Provision : Mrs C Spring and Deputy Head for Inclusion: Mrs J Murphy**	***They are responsible for:*** Coordinating all the support for children with special educational needs and disability (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that you, as parents, are: • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapist etc... • Updating the school's SEND/Inclusion register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.
	Class Teachers and Year Team Leaders	***They are responsible for:*** • Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEND.
	Head Teacher: Mrs R Broadhurst	***She is responsible for:*** • Day to day management of all aspects of the school, this includes the support for children with SEND • She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND
	SEN Governor Mrs N Abayawardana	***She is responsible for:*** • Making sure necessary support is made for any child who attends the school who has SEND

HOW COULD MY CHILD GET HELP IN SCHOOL? :		
Children in school will get support that is specific to their individual needs. This may be entirely provided by the class teacher or may involve: • Other staff in the school • Staff who will visit the school from the Local Authority, for example – SEND advisory service • Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service		
What are the different types of support available for children with SEN in this school?		
Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	***What would this mean for your child?***	***Who can get this kind of support?***
Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching and a high level of standard SEN provision (ordinarily available provision).	•Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class •Ensuring that all teaching is based on building on what your child already knows, can do and can understand •Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches •Putting in place specific strategies or resources (which may be suggested by the SENCO or outside staff) to support your child to learn	All children in school should be getting this as a part of good to outstanding classroom practice.
Specific group work within a smaller group of children. This group may be: • Run in the classroom or outside in an alternative intervention space. • Run by the Learning Mentor • Run by a teacher/teaching assistant who has had training to run these groups.	•Your child's teacher will have carefully checked on your child's progress and will have assessed for gaps in their understanding/learning and has noted your child needs some extra support to help them make the best possible progress. •A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group in an alternative room or within the classroom setting	Any child who has specific gaps in their understanding of a subject/area of learning.
Interventions used to target a particular area of learning or development.	•Your child may be identified as requiring an intervention through a variety of pathways. This may include termly assessment points, concerns raised by the child, teachers or parents, or referrals from outside agencies. •Some interventions available are: Attention Hillingdon	A child referred to the inclusion team in school.

	Intensive interaction TEACHH ELSA School Dogs Emotions Group/Zone of Regulation Social Skills Self Esteem (ELSA) Forest School Seasons for growth Colourful Semantics Nessy Toe by Toe Handwriting without tears Fine motor skills Sensory Circuits RWI Phonics boosting Times Tables catch up Tuition Language Link Groups	
Specialist groups run by or in partnership with outside agencies e.g Speech and Language Therapy or Occupational Therapy groups Specific Special Educational Needs Support	Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to classroom teaching and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

	Support to set better targets which will include their specific expertise for teachers to implement A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit Group or individual work with outside professional The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place	
Specified Individual support for your child This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a high level of individual or small group teaching, which cannot be provided from the budget available to the school alone. Usually your child will also need specialist support in school from a professional outside the school. This may be from: • Educational Psychologist • Outside agencies such as the Speech and Language therapy (SALT) Service.	•The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Hillingdon Local Offer. •After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with SEN Support •After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need specific support in school to make good progress. If this is the case they will write an Education, Health and Care Plan. If this is not the case, they will ask the school to continue with the support at SEN Support •The Education, Health and Care Plan will state outcomes suitable for your child, and describe the type of provision, resources and support necessary to achieve the outcomes. •Any additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child.	Children whose learning needs are: Severe and have significant impact on learning or are complex and specific to your child
Specialised Equipment	The school will identify needs for supportive specialised equipment such as fiddle toys, adapted/alternative seating, chair bands, pencil grips, writing slopes etc.	Any child that is finding learning difficult due to an additional need.
How can I let the school know I am concerned about my child's progress in school?	•If you have concerns about your child's progress you should speak to your child's Teacher •If your child is still not making progress the concerns may need referring to the SENCO.	

	•If you continue to feel that your child is still not making progress, after a period of monitoring and involvement from the SENCo, you should speak to the Deputy Head for Inclusion
How will the school let me know if they have any concerns about my child's learning in school?	•When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO •At Hayes Park, there are regular reviews, called termly pupil progress meetings, to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. •If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. • To listen to any concerns you may have too • To plan any additional support your child may receive • To discuss with you any referrals to outside professionals to support your child's learning
How is extra support allocated to children and how do they move between the different levels?	The school budget, received from Hillingdon LA, includes money for supporting children with SEND The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head Teacher, the Deputy Head and the SENCo discuss all the information they have about SEND in the school, including • the children getting extra support already • the children needing extra support • the children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.
Breakfast and After School Club Support	Both are available to pupils (subject to spaces and payment of a fee)
How will the school prepare children with a SEND to join their next setting/school/stage of education or life?	All transitions are carefully planned for and supported to cater for individual needs. Preparation, planning and resources are allocated, as well as support to enable children and their families to feel fully prepared for transitions. Where possible, professionals from the next setting are involved and invited to Hayes Park to assist with transition.

Who are the other people providing services to children with an SEN in this school?	A. Directly funded by the school	• Learning Support Assistants • Behaviour Strand Manager • Teaching Assistants • Higher Level Teaching Assistants • Speech and Language Therapist • Educational Psychology Service for children referred to for specific support/assessment

	B. Paid for centrally by the Local Authority but delivered in school	• Educational Psychology Service of children deemed to need statutory assessment • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority).
	C. Provided and paid for by the Health Service but delivered in school	• School Nurse • Occupational Therapy
How are the teachers in school supported to work with children with an SEN and what training do they have?	The SENCO's job is to support the teachers in planning for children with SEN. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information & training on SEN issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Inclusion Team	
How will the teaching be adapted for my child with learning needs (SEN)?	• Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met • Teachers use the Support Plans made by the SEND team to ensure all resources and support are used • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.	
How will we measure the progress of your child in school?	• Your child's progress is continually monitored by their class teacher, SEN Team and Senior Leadership Team at pupil progress meetings • Their progress is reviewed formally every term and is recorded. • If your child is not yet working on the National Curriculum, your child will be assessed using another scale of levels that assess attainment pre National Curriculum. • At the end of Key Stage 2 the school is required to report English, Maths and Science National Curriculum outcomes for your child. This is something the government requires all schools to do and the results that are published nationally. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with the child and all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.	

What support do we have for you as a parent of child with an SEN?	• We would like you to talk to your child's teachers regularly so we know what you are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child • We have regular coffee mornings for parents to meet and chat with each other • We have SEESAW to keep parents up to date with what is happening in your child's classroom • Homework will be adjusted, where possible and where needed to your child's individual needs.
How have we made Hayes Park School accessible to children with SEND? (including after school clubs etc.)	• We ensure that equipment used is accessible to all children regardless of their needs, where possible. • We provide support in class and with homework clubs and access to clubs before and after school if deemed appropriate • All teachers are supported to provide a wide variety of activities to meet the needs of the pupils • We have a lift in our new building and new classes are designed with a range of needs in mind
How will we support your child when they are leaving this school? OR moving to another Year?	We recognise that transition can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible. • If your child is moving to another school: We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. **When moving years in school:** Information about your child will be shared with their new teachers, and any additional staff necessary. All year groups put in place transition plans to help all children cope with change. The learning mentor and Early Help Coordinator assist with children identified as needing further support with change.