

Special Educational Needs and Disability (SEND) Information Report

Hermitage Primary School			
Review frequency	1 year	Reviewed	January 2026
Website	Yes		
Staff Responsible (SENDCO)	Rachel Langford	Next Review	January 2027

[Our approach to teaching children with SEND](#)

Hermitage is an inclusive school where every child matters; we aim to address children’s needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

Equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children with SEND within our school setting, thus providing a learning environment which enables all children to make the greatest possible progress and achieve their full potential.

We aim to celebrate and include every child within the school community. We enable them to have access to a broad and balanced curriculum, with appropriate support for them to reach their potential. We aim to work in partnership with our parents / carers and to ensure that ‘pupil voice’ is heard in the decisions that are made about a child.

Our school’s SEND Policy document is available on the school website, detailing our philosophy in relation to SEND.

[1. What kinds of needs can be supported at Hermitage?](#)

Children with every type of need are supported at our school and we make our best efforts to ensure that every child makes good progress and is well prepared for adulthood.

The SEND Code of Practice outlines four areas of broad SEND need:
Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health / Physical and Sensory.

A child or young person has special educational needs if he or she has a learning difficulty or disability 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 in England.

Additional to /or different from provision is currently being made in school for children with a range of needs, for example:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia.
- Communication and Interaction – Autistic Spectrum Disorder, selective mutism, speech and language difficulties.
- Sensory and / or Physical – Hearing Impairment, Visual Impairment, sensory processing difficulties, dyspraxia, Occupational Therapy needs.
- Social, Emotional and Mental Health – Attention deficit hyperactivity disorder, Autism Spectrum Disorder, anxiety and well-being needs.

2. Who can I talk to about my child's needs?

- The class teacher
- The phase leader
- Special Educational Needs Coordinator (SENDCo)
- The Assistant Headteacher and Senior Leadership Team

SENDCo

The SENDCo is responsible for the implementation of the SEND policy and supports / advises other members of staff where and when necessary in meeting the needs of the children. The SENDCo liaises with Parents / Carers and relevant outside agencies eg Health / CAMHS, Speech and Language Therapy, Educational Psychology and Social Care. She attends and cascades appropriate in-service training in order to address new developments in national policy and practice. The SENDCo prepares and delivers in-service training and assists in the purchase and deployment of appropriate resources encouraging their efficient and effective use. She also is responsible for the maintenance of the SEND Support Register.

Mrs Rachel Langford is our SENDCo and she can be contacted through the school phone number:01895 234 871 or by email: sendco@hermitageprimary.org.uk

3. How are children's needs identified?

All children are individual, so at Hermitage Primary School we spend time identifying the needs of all children (whether they have a special educational need or not) before they enter school and throughout their school life, at Hermitage Primary School.

How are children's needs identified before they start at our school?

As soon as we receive confirmation that a child will be attending our school we start finding out more about each child so that we can plan for their needs and ensure that they settle into our school happily and make good progress in learning. We achieve this through:

- Initial Parent / Carers induction meetings
- Application forms from Parents / Carers and children
- Liaison with previous schools or educational settings
- 'Getting to know your new school' or 'class visits' before children start properly
- One page profiles, All about Me books,
- Home visits or interviews at school.
- Personalised transition support as needed

Please do contact our SENDCo, Mrs Langford as soon as possible if your child has SEND needs and you have accepted a place at our school, so we can work together to support your child.

How are children's needs identified whilst children are at our school?

By pupils telling us:

- Just by talking
- Through class Personal, Social and Health Education (PSHE) lessons and Circle Time
- Through School Council meetings
- Feedback in books – children can write notes in their books for the teacher to see when they mark
- Through Pupil Voice - informally on a daily basis with staff and through 'pupil voice' conversations.
- At SEND review meetings, Education Health Care Plan (EHCP) review meetings, Initial Concerns review meetings, Annual Review meetings and Children Looked After (CLA) reviews; where the pupil contributes towards agreed discussions

The school also uses Support Plans for our most vulnerable children, as an effective transition package within school and externally.

By a parent / carer telling us:

- By informally talking to the teacher about their concerns or observations of their child
- By writing a note in the child's home / school reading record, or by Dojo or emails
- Through requests to meet via the school office

- Parents consultation evenings

Through Teacher assessments:

We regularly assess and review the progress of all children at Hermitage Primary School. The school uses a graduated approach (a step by step process) to assessing, identifying and providing for children's special educational needs. Throughout the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2) the children are **assessed against set objectives** to check their progress across all areas of learning/ subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional needs.

A rigorous assessment process to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention (see section 9) and then external agency involvement for the identification, assessment and monitoring of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessments and Staff / Parent or Carer consultations, the use of targeted interventions and through referrals and advice from external professionals, a child's special educational needs are identified and recorded on the SEND Support Register.

Children are recorded on the SEND Support Register if:

- ▶ The child has a diagnosis from an external professional e.g Autism, ADHD or a physical need, that will have a long term impact on their learning and interactions in school meaning that adaptations are required in addition, or different to the Ordinarily Available Provision within the school.
- ▶ The child is under an external professional e.g. SALT, OT, SEND Advisory Service and advice is being given to the school. A child who is on a waiting list for a Child Development Centre or CAMHS assessment and additional support is being provided by school staff.
- ▶ The child is working two years below their cohort despite attending interventions, (over a period of a school year) that are available for their peers. This can mean that they are having B2 assessments, Toe by Toe or precision teaching as the ordinarily available phonic interventions have not enabled progress in line with their peers. Reading assessments and personalised assessments (possibly including an Educational Psychologist) will take place to support this cognitive need.
- ▶ The child has additional support in school linked to their Social Emotional Mental Health need that is above to the Ordinarily Available Provision within the school this can include structured lunches or part time timetables.
- ▶ A child has an EHC plan.

Children are recorded on the SEND Support Register with parental / carers permission and this is discussed with parents/ carers.

Some of the children on the SEND register will not have personalised termly target meeting linked to their SEND needs, but will continue to be reviewed by school staff.

Other information that may be used to identify pupil needs:

We also use other sources of information to ensure that pupils are happy and making good progress and do not need any other support, such as:

- analysis of behaviour logs
- analysis of class pastoral files and CPOMS
- analysis of attendance/ lateness

During a review of progress against SEND desired outcomes:

These take place throughout the year with Parents / Carers, children and teachers. The meetings take different forms and primarily promote co-production (joint work) of targets between school, Parents/ Carers and professionals:

It is important that a child's needs are effectively identified so that the support can be provided for a child to reach their potential. Every child is unique and we carefully plan the support to meet their individual needs, using the range of information available. This support is outlined in the children's support plans.

4. How do we work in Partnership with Parents / Carers of children with SEND?

We try to work closely with all our Parents / Carers to ensure that all pupils are happy and make progress in their learning and development. Working in partnership with parents / Carers enables everyone to develop a good understanding of the child's strengths and difficulties and for outcomes to be agreed and the next steps agreed, this is particularly important for children with SEND. It also allows for parents' voice to be regularly heard and valued.

We use the following strategies to work closely with the home.

- Communicate regularly and informally through class dojo, emails or phone calls and letters and quick informal chats at the beginning and/or end of the school day as and when needed.
- Have an open-door policy so that Parents / Carers can make appointments to see the class teachers and SENDCo when they are concerned and would like a longer discussion.
- Two parent evenings per year and end of year school report from teachers.
- For any child with an EHCP and for some children with more complex SEND the school will work with Parents / Carers and children to draw up a "Support Plan" that describes a child's needs and the most effective ways to support them. This profile is circulated to all adults working with the child.

- Provide Parents / Carers for any child with an EHCP with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHCP.
- Hold termly meetings for Parents / Carers of children who are on the SEND register who have personalised targets to review these targets.
- Support Parents / Carers with arranging meetings with professionals on site and the making of referrals to external professionals.
- Prepare specific resources to be used at home for continuous practice and supporting school learning and provide support for home learning so that the school and parents are supporting children effectively as a partnership.
- Arrange opportunities for discussions with external professionals giving Parents / Carers an opportunity to seek further advice and support.
- Support Parents / Carers with the completion of reports.
- Attend transition visits to new placements with Parents / Carers.
- Provide Parents / Carers with additional guidance on objectives listed in Speech and Language Therapy (SALT), Occupational Therapy (OT) and Educational Psychology (EP) reports.
- The holding of TAF (Team around the Family) meetings as appropriate
- Sharing of paperwork
- Provision of adapted homework as required.
- Sharing of advice, strategies, activities for home to support a child.

We also have a SEND padlett for general information and regular dojo posts promote external events or services for children with SEND. We also hold parent/ carer workshops around areas such as 'Developing Communication Skills' or 'Emotional Regulation'.

Further support for parents / carers can be found through the Special Educational Needs and Disabilities Information and Advice Service (SENDIASS). They can be contacted on 01895 277001 or on their website www.hillingdonsendiass.co.uk.

Other local organisations include:

- Hillingdon Autistic Care and Support (HACS) - Tel: 020 8606 6780, www.hacs.org.uk
- Centre for ADHD and Autism (CAAS) (Eastcote) – Tel: 020 8429 1552, <https://adhdandautism.org>
- LBH Stronger Families Hub – www.hillingdon.gov.uk/stronger-families

5. How do we enable children with SEND to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their education and to develop their life long aspirations. As a school we run a range of activities to prepare

children for adulthood and their next life stage. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through

- asking questions in lessons
- asking questions in books
- setting clear targets

(please see our Teaching and Learning policy for further details)

Children with SEND support

In addition, children with SEND support may have personalised targets which includes outlining the support needed to achieve additional agreed outcomes and enable them to succeed. These outcomes are discussed with pupils and with Parents/ Carers during consultation meetings and are ongoing throughout the school year.

Children with an EHCP

In addition to termly target review meetings we also hold an Annual Review meeting. We work with the Parents / Carers and child and invite all relevant people involved with the child's Education, Health and Care Plan to review against the desired outcomes in the EHCP. We aim to include the children's views at this meeting in a manner appropriate for each child. E.g. familiar adults may work with a child to gather their views prior to the meeting and present to Parents / Carers and professionals on their behalf. Staff work with children and Parents to collect voices or collate a current one page profile that is presented at the meeting. This may include any information the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children may attend part of the Annual Review meeting if they wish and present their views in KS2.

It is extremely important for Parents / Carers to attend these meetings to ensure everyone works together to secure the best outcomes for their child. It may be possible to provide Parents / Carers with support to attend / access the meetings in consultation with the SENDCo.

6. How do we help children when they join our school?

Before children start in Nursery and Reception, parents and children are invited into school, and a home visit takes place in September to meet with the class teacher and TA. For Lower and Upper school, pupils can have a tour of the school with their Parents /Carers and a registration form is completed with information about the pupil. We will also request information from the pupil's previous school or educational setting. Meetings prior to starting the school are held with the Deputy Head Teacher or a member of SLT are held for all new joiners. Class teachers are always willing to meet Parents / Carers prior to the child joining the school, if needed.

Before any child joins our school, we try to find out as much about them as possible to help them settle in quickly. Applications (unless a child has an EHC Plan) are through the school's admission process. At the time of applying any SEND needs should be detailed so a careful transition can be planned e.g. communication needs. All our new children with SEND have the opportunity to visit the school and spend a short time with their new class so they know what

to expect on their first day. If appropriate, parents / carers are invited to an Induction meeting led by the SENDCo which allows both home and school to share information and plan for their child's needs. A 'transition plan' maybe devised to help a child settle into school easily and happily. This transition plan should only take a short amount of time and will be decided upon during this meeting.

For some children, we may meet with Parents / Carers again at a second meeting to agree desired outcomes we will work towards and develop strategies to support a child to achieve these aims. A copy of this plan detailing this will be shared with Parents / Carers as soon as possible after the second meeting.

7. How do we help children when they move to another school?

Whenever any child moves to another school we always pass on their records to the new school. We will support the transition as much as possible as we understand that changing classes and schools can be challenging for any child, especially as child with SEND.

If a child has SEND needs we also:

- Pass on SEND records to the new school including SEND support plans and EHCPs. Liaise with the SENDCo at the new school to clarify any information necessary.
- If appropriate we can devise a transition plan to support the move. This may include extra visits to the school, work to help prepare them for the transition e.g. drawing maps of the new school and/or working on a new one page profile for the new school.
- Support Parents / Carers with further information about the new school and visit new settings alongside them if appropriate.
- Where possible we invite the new school to the last Annual Review of a child with an EHCP so that a transition plan can be agreed as part of this meeting.

8. How do we help children when they move between classes and/or phases of education?

When moving classes in school:

- Information will be passed on to the new class teacher in advance, through a planning meeting which takes place with the new teacher. All previous reports and relevant plans will be shared with the new teacher and year group staff.
- In July, we have a Transition Day where pupils visit their new class setting and meet staff. Where appropriate, additional visits will be organised for pupils who require extended transition support. This will include further opportunities to build a relationship with new staff and ensure the pupil feels secure and familiar in their prospective new class.
- If appropriate a 'social story' can be written with the child to help their understanding of change.
- We provide identified children with transition photo booklets with information about their new class and teacher.

- When creating new class lists we carefully consider the needs of children with SEND, both academically and socially.

9. How are adaptations made to the school to help children with SEND?

Hermitage values being an inclusive school. Our curriculum and learning environments are planned to meet the needs of every child. The Hillingdon Ordinarily Available Provision (OAP) is available online for parents (on LBH website) to read or from the SENDCo. This details support available through Quality First Teaching and in the classroom. Quality First Teaching is where a qualified classroom teacher uses a range of strategies and resources to remove potential barriers to learning for a range of children’s abilities and needs, as part of teaching the whole class. These may include additional visuals, resources, tasks or changes to the learning environment.

We also have a range of intervention programmes in place for children who require additional support. The intervention is ‘in addition to or different from’ the usual differentiated curriculum / resources.

The SEND Support provided consists of a 4 part process known as the graduated approach: **Assess, Plan, Do** and **Review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions, or approaches which are the most effective in supporting the child to achieve good progress and outcomes. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing, or support maybe reduced to develop an increased independence etc.

We currently run the following interventions to support learning across our school. Not all interventions will be available for all children as the needs of the children and the available resources will be taken into account. Some of these interventions are funded through Additional Funding e.g an EHC Plan, Early Support Funding, Early Years Funding or for children under SEND Support.

Pastoral Support

Social Skills programmes/support including strategies to enhance self-esteem, develop the skills to make and sustain friendships and learn strategies to manage conflict in the playground.

- Playground support for individual children and structured lunchtimes.
- Drawing and Talking sessions one to one with an adult
- Games to teach social skills
- Breakfast and After School clubs to support social skill development
- Social groups during the school day to teach social skills e.g. turn taking, discussing of emotions, circle of friends, comic strip conversations etc

Strategies to support behaviour

- School rewards and sanctions as set out in the School Behaviour Policy, using a restorative approach.
- Personalised rewards charts for individual pupils
- Behaviour Plans with specific targets and on-going review cycles with Parents/Carers
- Support Plans for pupils
- Personalised Risk Assessments and behaviour support plans to provide specific care and attention
- Social skills programmes
- Tailored inductions for new pupils
- 1:1 or small group support via our Wellbeing Mentor
- Referral to Educational Psychology Services / SEND Advisory Service for individual children if appropriate
- Sensory diet and transitional support
- Zones of regulation support

Mentoring activities

- Use of talk partners and buddy schemes with support as needed
- Friendship bench and role model pairing for play times
- Restorative Practice approaches and 5 Point Scale
- Mentoring provided via our Wellbeing Mentor
- Daily pastoral care/guidance from all staff

Strategies to reduce anxiety/promote emotional wellbeing (including communication with Parents/Carers)

- Referral to CAMHS (if appropriate)
- Referral to Stronger Families (if appropriate)
- Referral to our in-house Well-being Mentor
- Access to 'Seasons for Growth' bereavement/separation/loss intervention programme provided at school by trained school staff
- Referral to Educational Psychology Services or SEND Advisory Service for individual children if appropriate
- Transition support, visits/meetings
- Open door policy
- Pupil well-being questionnaires completed annually
- Regular contact and liaison with Parents/Carers as necessary

- In school resources through Ordinarily Available Provision e.g. zones of regulation, fidget toys, daily mindfulness, movement breaks, worry eaters etc

Support/Supervision at unstructured times of the day including personal care

- Teaching assistant support on playground to support behaviour for individual children as required
- Trained staff supervising during break periods for individual children
- Structured lunchtimes for identified children
- A range of activities available at lunchtime e.g. sports, art, clubs (e.g chess, choir), access to quieter space.

Personal and Medical care

- Individual protocols for children with significant medical needs and allergies
- Access to School Nurse, Health Visitor, Audiologist, SEND Sensory Service at the Local Authority.
- Individual support plans for children with specific medical needs
- Strategies for the use of personal medication
- Activities to develop fine and gross motor skills implementing advice from Occupational Therapists.

Access to Learning and the Curriculum

Teachers plan their lessons ensuring that all of the specific needs of all groups of children in their class are considered and met through High Quality First Teaching. Planning and teaching is adapted on a daily basis to meet children's learning needs. Different strategies and resource materials being available within and outside of class. Reasonable adjustments are made to the physical environment. Reasonable adjustments are made to daily routines / timetables. Support staff provide additional support within the classroom.

Strategies to support/develop English/reading

- Small group support in class in all lessons
- Withdrawal in a small group for pre teaching where appropriate
- Small group intervention programmes with class teacher/ teaching assistant to target gaps in learning
- Additional individual reading for targeted children
- Staff applying multi-sensory teaching approaches to increase access to learning
- 1:1 reading programmes (Toe-by-Toe, Read Write Inc phonics,)
- Colourful Semantics

- Additional resources e.g. word maps, adapted tasks, writing slopes, coloured overlays

Strategies to support/develop Maths

- Staff applying multi-sensory teaching approaches to increase access to learning
- Structured interventions in small groups alongside pre teaching
- Additional resources e.g. adapted tasks, concrete resources

Strategies/programmes to support speech and language

- Speech and Language Therapist providing termly support to mainstream and EHCP pupils
- Delivery of planned Speech and Language programmes for individual children from trained teaching assistants
- Delivery of Language Link programme in Early Years/Yr1
- Delivery of Attention Hillingdon programme
- Speech and Language INSETs provided by Speech Therapists
- Delivery of planned Speech and Language programmes / Social groups for groups of pupils
- Support from staff trained in speech and language strategies, in lessons
- Linguistically modified and visually supported approach to the curriculum
- Speech and Language / Occupation Therapist advice disseminated to and followed by teaching staff
- Intentional teaching of vocabulary across the curriculum

Access to a supportive environment – IT facilities/equipment/resources (including preparation)

- Pre-teaching of key vocabulary
- Over-teaching/learning new strategies
- Prompt and reminder cards/visuals for strategies, organisational purposes and scaffolding tasks
- Use of multi-sensory teaching approaches
- Use of TEACCH approach
- Visual timetables/schedules (whole class and individual)
- Use of digital voice recorder to record ideas / some written tasks for individual children, use of laptops to children to type their learning
- Working Walls
- Sensory boxes
- Calm and clear classrooms

<ul style="list-style-type: none"> • A range of adaptive teaching strategies
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Small group support from classroom teaching assistant • 1:1 support in classroom from teaching assistant for individual children, with EHC Plans, as appropriate to facilitate access through support/ modified resources • Use of personalised curriculum • A range of adaptive teaching strategies
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables/schedules and checklists/prompt lists • Clearly labelled and easily accessible classroom resources • Pre-teaching of key vocabulary • Scaffolding of activities • Use of individualised success criteria • Individual targets • A range of adaptive teaching strategies

We evaluate the effectiveness of the provision by reviewing the progress of the child in the intervention, against their Support Plans, personalised targets, observations, academic assessments, and pupil progress meetings or parent meetings.

10. What skills and training do our staff have?

At Hermitage we value professional development for our staff and this takes place through internal and external training and staff meetings. We also have a range of resources in the school.

Staff members	Training completed
All staff	Are trained in the requirements of: -The SEND Code of Practice -The Equality Act Other ongoing support achieved through: -SEND files which contain current strategies for a variety of pupil needs -All general school policies on teaching and learning and behaviour management include information on how to include children with SEND -Internal school training based on staff needs / school priorities provided by SENCo, Headteacher, SLT and external providers

	- Access to National College training
Teaching assistants	Our teaching assistants bring a variety of skills to our school and between them have had training in the following areas: Autistic Spectrum Disorder (ASD) ADHD Attention Hillingdon SALT programmes OT programmes (fine and gross motor, sensory processing) Behaviour management Reading support Writing support Maths support English as an Additional Language (EAL) support
SEND leadership: SENDCo	NASENCo accreditation Attendance at network / cluster meetings through VLT and the local authority.

11. How does our School work with other Agencies/Services?

The school works with a range of external agencies and professionals to support children's needs. We can make referrals to agencies or support parents to make referrals as needed. We support professionals visiting the school and have regular meetings with many professionals to discuss progress and support in place. All referrals are discussed with parents / carers for permission.

The SENDCo can access support from:

- Speech and Language Therapy Service (<https://www.cnwl.nhs.uk/children-integrated-therapy-service>)
- Occupational Therapy Service (<https://www.cnwl.nhs.uk/children-integrated-therapy-service>)
- School Health and Nursing Service (<https://www.cnwl.nhs.uk/services/community-services/hillingdon-school-nursing-service>)
- Educational Psychology Service and VLT Educational Psychologist
- Social Services (<https://www.hillingdon.gov.uk/stronger-families>)
- Child Development Team (<https://www.cnwl.nhs.uk/services/mental-health-services/learning-disability/hillingdon-community-paediatrician-team>)
- Stronger Families (<https://www.hillingdon.gov.uk/stronger-families>)
- SEND Advisory Service (<https://www.hillingdon.gov.uk/stronger-families>)
- Visual / Hearing Impaired Team
- Children and Adolescence Mental Health Service (<https://www.cnwl.nhs.uk/camhs/our-services/specialist-camhs/hillingdon-camhs>)
- VLT schools in the academy and the central team including Inclusion Lead and Safeguarding Lead

- Looked after Children's Team
- Education Welfare Team and the Virtual School service
- Audiology Service
- Virtual School for children with a social worker
- Vulnerable Pupils Team

12. How do we support the emotional and social development of all of our children?

At Hermitage we highly value our social curriculum. Our SMILE (**S**ocially confident, **M**entally wealthy, **I**ntellectually curious, **L**ife-long learners, **E**motionally regulated) programme supports all children in the school. We believe that wellbeing is vital for our children.

The schools "Behaviour" policy can be found on the school's website. We also teach children strategies to support them socially and emotionally through:

- PSHE lessons
- Circle time
- Assemblies
- Focus weeks e.g. Anti Bullying, Mental Health, Equality week
- Small group Interventions
- Social stories
- Specialist advice from Education Psychologist
- Structured lunchtimes and social groups
- 1:1 / small group mentoring as provided by our Pupil Wellbeing Mentor Ms Aldons, or Teaching Assistants or SLT
- Personalised support e.g. reward charts
- Ordinarily Available Provision e.g. Zones of Regulation, worry monsters, fidget toys, mindfulness, access to quiet space, reflection tables, safe space etc
- Transition planning for Year 6 focusing on starting secondary school

If necessary, we also support children's social and emotional development through individual support plans that teach social skills and coping strategies.

13. How accessible is Hermitage Primary School?

The school is accessible for children with disabilities. We have a lift for the first floor classrooms and an accessible toilet on the ground floor. Personal risk assessments would be made for

individual children with a disability to ensure that their needs are met as fully as possible. The school has an Accessibility plan and audit that is regularly reviewed.

14. What support is available to ensure that children with SEND can attend school trips and learning activities outside of school?

We aim to make our school trips and activities outside of the school accessible for all children. Individual risk assessments are completed for individual children and support is reviewed. Discussions about individual children and the trip will be discussed with parents.

15. Where can I find the Local Offer for Hillingdon?

Hillingdon's Local Offer can be found on the Hillingdon.Gov.Uk website (<https://www.hillingdon.gov.uk/send-local-offer>) . This local offer provides information about services across the borough for children. The school's local offer / Information Report is published on our website.

16. What is an EHC Plan and who can request one?

An EHC Plan is an Education, Health and Care plan. This is written by the SEND Team at the local authority following a detailed assessment of a child through a multi disciplinary approach and provides funding to be spend on the child to meet their identified outcomes. Children are eligible for an EHC plan if their needs are longterm, significant, complex and require a high level of funding (above £6,000) to access education. The EHC Plan combines support from education, health and care services, as needed. School can apply for an EHC Plan or parents are able to make a parental request. In order for an EHC Plan to be assess detailed information from a range of sources that has been reviewed over time is required to demonstrate the complex needs of a child. There are additional funding sources available to support children in school.

For further information please do contact the SENDCo (Mrs Langford)

17. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governors.

If you are concerned at any time please contact the school in this order:

1. Class Teacher
2. Phase Leader
3. SENDCo
4. Deputy or Assistant Head
5. Head Teacher

6. Chair of Governors

The school's complaints policy can be found on the school's website.

Please do read this alongside the school SEND policy that is also available on the website.

List of appendices

Appendix 1:

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASR	Annual School Review
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAMHS	Child & Adolescent Mental Health Service
CFC	Cause for Concern
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHC	Education Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment

IEP	Individual Education Plan
ILP	Individual Learning Plan
LAC	Looked After Child
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PSP	Pastoral Support Programme
PUA	Potential Under Achiever
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCO	Special Educational Needs and Disability Co-ordinator
SLCN	Speech Language Communication Needs
SpLD	Specific Learning Difficulty
VI	Visual Impairment