

## Vanguard Learning Trust



*As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, and the common aspiration that all students can achieve their potential.*

# Special Educational Needs and Disability (SEND) Information Report

**January 2023**

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## **1. 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 SEND children 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 highly value children's social development and wellbeing alongside their academic learning.

Our school's SEND Policy document is available on the school website, detailing our philosophy in relation to SEND. This philosophy involves a personalised approach alongside inclusive High Quality First teaching across the school.

## **2. What kinds of needs can be supported at Hermitage?**

Children with a range of needs 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.

Additional to /or different from the Ordinarily Available 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, dyspraxia.
- Communication and Interaction – Autistic Spectrum Disorder, selective mutism, speech and language difficulties.
- Sensory and / or Physical – Hearing Impairment, Visual Impairment, sensory processing difficulties, Occupational Therapy needs.
- Social, Emotional and Mental Health – Attention deficit hyperactivity disorder, anxiety and well-being needs.

## **3. Who can I talk to about my child's needs?**

- The class teacher
- The phase leader
- The Special Educational Needs Coordinator (SENDCo)

### **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 / Guardians 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](mailto:sendco@hermitageprimary.org.uk)

#### **4. 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.

##### **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 / Guardians induction meetings
- Questionnaires to Parents / Guardians 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 meetings at school.

##### **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
- At SEND review meetings, Education Health Care Plan (EHCP) review meetings, Initial Concerns review meetings, Annual Review meetings and Looked After Children (LAC) reviews; where the pupil contributes towards agreed discussions
- The school also uses Pupil One page profiles for our most vulnerable children, as an effective transition package within school and externally.

###### **By a parent telling us:**

- By informally talking to the teacher or a staff member
- 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 support 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 Guardian consultations, the use of targeted interventions and through advice from external professionals, a child's special educational needs are identified and recorded on the SEND Support Register.

#### **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 / Guardians, children and teachers. The meetings take different forms and primarily promote co-production (joint work) of targets between school, Parents/ Guardians and professionals. In these meetings a child's needs and areas for support are discussed and reviewed.

After a child's needs have been identified we use the following criteria to add children to the SEND register.

- 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 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 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.

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.

## **5. How do we work in Partnership with Parents / Guardians of children with SEND?**

We try to work closely with all our Parents / Guardians to ensure that all pupils are happy and make progress. Working in partnership with Parents / Guardians of children with SEND is even more important so 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 / Guardians can make appointments to see the class teachers and SENDCo when they are concerned and would like a longer discussion.
- Discuss children's needs with parents and refer to external professional services as required with parental permission.
- At annual review Parents / Guardians meetings for pupils with EHCPs. The meetings allow all members involved with the care and support of a child to thoroughly discuss a child's needs and agree desired outcomes.
- For any child with an EHCP and for some children with more complex SEND the school will work with Parents / Guardians and children to draw up a "My Support Plan" that describes a child's needs and the most effective ways to support them. This profile can be circulated to all adults working with the child.
- Provide Parents / Guardians 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 termly meetings for Parents / Guardians of children who are on the SEND register who have personalised targets to review these targets.
- Support Parents / Guardians with arranging meetings with professionals on site.
- 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 / Guardians an opportunity to seek further advice and support.
- Support Parents / Guardians with the completion of reports.
- Attend transition visits to new placements with Parents / Guardians as required.
- Provide Parents / Guardians with additional guidance on objectives listed in Speech and Language Therapy (SALT), Occupational Therapy (OT) and Educational Psychology (EP) reports.

## **6.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. 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 and sharing their thoughts in lessons
- asking questions in books
- setting clear targets
- Using peer and self-marking

(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/ Guardians 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 /

Guardians and pupils 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 / Guardians and professionals on their behalf. Staff work with pupils 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.

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

## **7. How do we help children when they join our school?**

Children may apply to Hermitage Primary School through the SEND Team route if they already have an EHC plan, or through the usual admissions route, if not. Before children start in Nursery and Reception, parents and children are invited into school, or 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 / Guardians 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 a member of SLT for all new joiners. Class teachers are always willing to meet Parents / Guardians prior to the pupil joining the school, if needed.

Before any child joins our school, we try and find out as much about them as possible to help them settle in quickly. All our new SEND children 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 / Guardians 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 / Guardians 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 / Guardians as soon as possible after the second meeting.

## **8. 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.

If a child has SEND we also:

- Pass on SEND records to the new school including SEND support plans and EHCPs. We 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 / Guardians 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.

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

When transitioning between year groups 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.

## 10. How are adaptations made within the school to help children with SEND?

We 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 available through the Ordinarily Available Provision within the school.

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 pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil 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.

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. These interventions may support a child with their Social, Emotional, Mental Health needs or Learning needs. We also make adaptations for children linked to a specific disability following guidance from external professionals e.g. hearing aid through the Hearing Impairment team. (More information can be found in our Accessibility Policy).

**Table 1: Support and Interventions to support children at Hermitage Primary School**

<b>Pastoral Support for children with Social, Emotional and Mental Health Needs</b>
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**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.**

- Weekly practical skills programme for small groups of 4–6 children in Key Stage 1 (e.g Playing and Learning to Socialise- PALS)
- Weekly practical skills programme for small groups of 4–6 children in Key Stage 2 (e.g Socially Speaking, games or ELSA)
- Playground support for individual children and structured lunchtimes.
- Drawing and Talking sessions one to one with an adult

**Strategies to support behaviour**

- School rewards and sanctions as set out in the School Behaviour Policy
- Personalised rewards charts for individual pupils
- Behaviour Plans with specific targets and on-going review cycles with Parents/Carers
- 1 page profiles for pupils with Education, Health Care Plans (EHCP)
- 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 Officer
- Referral to Educational Psychology Services for individual children if appropriate
- Emotional Regulation Strategies e.g. Zones of Regulation
- Structured lunches including calming time and activities with a staff member

**Mentoring activities**

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

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

- Referral to CAMHS (if appropriate)
- Referral to Stronger Families (if appropriate)
- Referral to our in-house Well-being Officer
- Access to 'Rainbows' bereavement/separation/loss intervention programme provided at school by trained school staff
- Referral to Educational Psychology Services for individual children if appropriate
- Transition support, visits/meetings
- Open door policy
- Pupil well-being questionnaires completed annually
- Regular contact and liaison with Parents/Guardians 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
- Opportunity to eat lunch in a quieter space
- Games inside

**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 / Physiotherapists, including toileting support if needed.

## **Access to Learning and the Curriculum for children with Cognition and Learning Needs and Communication and Interaction Needs**

- 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 are 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 'Catch-up Literacy activities' and 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, Lexia, Fluency programme)
- Personalised assessments

### **Strategies to support/develop Maths**

- Small group intervention programmes with class teacher/ teaching assistant to target gaps in learning and pre teaching
- Staff applying multi-sensory teaching approaches to increase access to learning
- Structured interventions in small groups alongside pre teaching
- Personalised assessments

### **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 and NELI in Early Years/Yr1
- Delivery of Attention Hillingdon programme
- Social groups focusing on speech and language in EYFS and KS1
- 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
- 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
- Working Walls
- Sensory boxes
- Calm and clear classrooms

### **Provision to facilitate/support access to the curriculum**

- Small group support from classroom teaching assistant
- 1:1 support in classroom from teaching assistant for individual children as appropriate to facilitate access through support/ modified resources
- Use of personalised curriculum
- Use of digital voice recorder to record ideas / some written tasks for individual children

### Strategies/support to develop independent learning

- Use of visual timetables/schedules and checklists/prompt lists / Now and Next boards
- Clearly labelled and easily accessible classroom resources
- Pre-teaching of key vocabulary
- Scaffolding of activities
- Use of individualised success criteria
- Individual targets
- Motivational rewards

### 11. What skills and training do our staff have?

Staff members	Training completed
All staff	<p>Are trained in the requirements of:</p> <ul style="list-style-type: none"><li>● The SEND Code of Practice</li><li>● The Equality Act</li></ul> <p>Other ongoing support achieved through:</p> <ul style="list-style-type: none"><li>● SEND files which contain current strategies for a variety of pupil needs</li><li>● All general school policies on teaching and learning and behaviour management include information on how to include children with SEND</li><li>● Internal school training based on staff needs / school priorities provided by SENCo, Deputy Head, Headteacher and external providers</li><li>● Advice from external professionals</li></ul>

SEND Teaching assistants	<p>Our teaching assistants bring a variety of skills to our school and between them have had training in the following areas:</p> <ul style="list-style-type: none"> <li>● Autistic Spectrum Disorder (ASD)</li> <li>● Attention Hillingdon</li> <li>● SALT programmes</li> <li>● OT programmes (fine and gross motor, sensory processing)</li> <li>● Behaviour management</li> <li>● Reading and writing support</li> <li>● Maths support</li> <li>● English as an Additional Language (EAL) support</li> <li>● ADHD</li> </ul>
SEND leadership: SENDCo	<ul style="list-style-type: none"> <li>● NASENCo accreditation</li> <li>● Attendance at network / cluster meetings within VLT and the Local Authority</li> </ul>

## 12. 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. The SENDCo can access support from:

- Speech and Language Therapy Service
- Occupational Therapy Service
- School Health and Nursing Service
- Educational Psychology Service
- Social Services
- Counselling Service
- Child Development Centre Team
- Stronger Families Hub at the Local Authority
- SEND Advisory Service including the Sensory Team
- Visual / Hearing Impaired Team
- Children and Adolescence Mental Health Service
- VLT schools in the academy
- Looked after Children's Team
- Education Welfare Team and the Virtual School service
- Audiology Service

Children can be referred to the appropriate services following discussions with Parents/ Guardians.

## 13. How do we support the emotional and social development of all of 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
- Small group Interventions such as 'PALS'
- Social stories
- Specialist advice from Education Psychologist
- Structured lunchtimes and social groups
- 1:1 / small group mentoring as provided by our Pupil Wellbeing Officer Tracy Ritchie
- Classroom resources e.g. worry monsters, zones of regulation, rewards, mindfulness, fidget toys

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

#### **14. How do we measure progress for children with SEND?**

Children's academic progress is measured through termly assessments as well as targeted assessments e.g. phonics, Salford Reading, reading speed assessments. These are tracked and compared to the whole year group. Children with SEND also have personalised targets linked to communication, emotional regulation, social skills, attention etc as needed. These are reviewed termly. External professionals also assess and review their care plans for children on their caseload.

#### **15. How do we review the effectiveness of the provision that we offer to children with SEND?**

The provision is reviewed on a termly or more frequent if needed basis as the progress is reviewed for children. This includes reviewing the interventions that a child is attending, the in class support and also involvement of external services.

#### **16. 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. Personal risk assessments would be made for individual children with a disability to ensure that their needs are met as fully as possible. As a school we may be able to access specialist equipment such as hearing aids through the Local Authority Sensory team. The school has an accessibility plan to support the participation of children with disabilities in the curriculum, through the physical school environment and also the delivery of the curriculum.

#### **17. 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/guardians.

## 18. Where can I find the Local Offer for Hillingdon?

Hillingdon's Local Offer can be found on the Hillingdon.Gov.uk website. This local offer provides information about services across the borough for children. The school's local offer / Information Report is published on our website.

There are a number of charities that can support families. These are outlined in the Hillingdon Local Offer. They are also promoted on the SEND padlett on the school website.

## 19. 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.

The Education and Standards local governing body meetings have oversight of SEND at our school.

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

1. Class Teacher
2. Phase Leader
3. SENDCo
4. Assistant / Deputy Head
5. Head Teacher
6. Chair of Governors

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

Parents / Guardians can also contact Hillingdon SENDIASS through their website - <https://www.hillingdonsendiass.co.uk> or 01895 277001

### **Approval / Revision History**

<b>Revision date</b>	<b>By</b>	<b>Summary of Changes Made</b>
January 2023	Rachel Langford	Adapted to the VLT policy template. Minor changes to update policy including changes to the SEND register



