



Hillcross Primary School

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

The School SEND Information Report

Hillcross Primary School

September 2025



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1. How does Hillcross Primary School know if my child needs extra help?

At Hillcross Primary School we will assess each child's current skills and levels of attainment during their first few weeks at the school, which will build on information passed to us from previous settings, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer (Ordinarily Available Provision), or whether something different or additional is needed.

We support the needs of the pupils with SEND according to the four categories outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years. They are:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Initial concerns will be discussed with the Special Educational Needs/Disability Coordinator (SENDCo) and in class adaptations and observations can be completed over a few weeks. Evaluations and assessments such as the understanding, Language and communication tool called 'Progression Tools' ([Yr3 to Yr 6](#)) and [Speech and Language Link online tool \(EYFS to Yr 2\)](#) can be completed to provide staff with deeper understanding of the child's needs. If concerns continue then referrals to outside professionals may be beneficial. This will be discussed with parents ongoing.



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<p>2. What should I do if I think my child may have SEN/D?</p>	<p>In the first instance, parents/carers should speak to their child's class teacher about the concerns they have relating to their child's academic progress or well-being.</p> <p>If your concerns are ongoing, you may need to speak to your child's Phase Leader or the Special Educational Needs/Disability Coordinator (SENDCo).</p> <p>If you are unsure of the relevant person to contact, please ask us and we will direct you to the relevant member of staff. A member of the Senior Leadership Team are on duty in the playground before and after school each day. You can also contact us by telephone or via the sendteam@hillcross.merton.sch.uk. We will arrange a mutually convenient meeting time, so that we can discuss your concerns and agree on the next steps to support your child's learning.</p>
<p>3. How will I know how Hillcross Primary School supports my child?</p>	<p>We will have an early discussion with the child and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns across the year and also in the SEN Support and Concern process. • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are and the timeframe in which these will be completed. • A follow up meeting is set to review targets and actions, whether as part of the SEN Support or Concern review process or in a set timeframe of 8-12 weeks. <p>Notes of these early discussions will be added to the pupil's record and given to their parents. Any actions will be used to create a Hillcross Concern Form. This provides documentation of the agreed actions to be taken by school and at home, in order to support, further investigate the initial concerns. These actions will be reviewed termly to evaluate progress, attainment and if the concerns still remain. A Concern Form can stay in place for up to 3 terms. It will be reviewed termly with parents and then following the 3rd review a discussion with teacher, SEN Co and parents will then be held to decide if the child needs ongoing support or if in class support through ordinarily available provision and in class adaptations are enough. If Ongoing support and/ or advice from outside professionals is in place then the child will receive SEN support ongoing and this will be recorded in a SEN Support Plan.</p> <p>If a child has a special educational need, their specific needs are recorded on an individual support plan which is reviewed termly by the class teacher in consultation with pupils and parents/ carers. These plans also detail the inclusive strategies that the school uses to support and promote</p>



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	<p>effective engagement in the classroom and identify specific targets that the school, with support from families, will help the child to achieve in order to enhance their progress. Further actions may also include referrals and advice from outside professionals.</p>
<p>4. How will the curriculum be matched to my child's needs?</p>	<p>We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant <p>We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p> <p>Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. Teachers use a range of teaching and learning styles to ensure that pupils of all abilities are able to access the curriculum. When planning lessons, we make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> • Adaptive teaching approaches to ensure our curriculum is accessible to all children, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Using Ordinarily Available Guidance (OAG) to provide in class support and adaptive teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, Visual cues, chunked learning etc. Information for Parents on OAG can be found on both our School website within the Inclusion page - OAG and also on Merton Website.



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	<p>Some children with special educational needs may take part in a specific intervention that directly addresses a difficulty they have and focus specific teaching strategies and context.</p> <p>We have a range of highly effective and experienced teaching assistants who are trained to support quality first teaching in the classroom and are able to deliver specific interventions as appropriate. Support staff will support pupils on a 1:1 basis, or in small groups as directed by the teacher. All members of staff who work with the pupil will be made aware of their needs, the outcomes sought, the additional support provided, and any teaching strategies or approaches that help them.</p> <p>Where appropriate we also seek advice and guidance from external specialists (please see question 10. below).</p>
5. How will the school know how well my child is doing?	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none">● Reviewing pupils' individual progress towards their goals each term and discussing this with parents via a virtual meeting,● Reviewing the impact of interventions each term● Using pupil questionnaires● Monitoring by the SENDco● Using provision maps to measure progress● Holding annual reviews for pupils with EHC plans <p>We track whole school attainment and progress in reading, writing, maths and the wider curriculum subjects. This includes monitoring the attainment and progress of various groups including our pupils with SEND. Our SENDco will meet with each class teacher on a termly basis to review each child's progress to ascertain how well the additional support that the child receives has enabled them to develop and if possible to close any gaps that exist between them and their peers. This helps the class teacher to develop the next support plan, which may include continuing with the same level of support, a change to the support or the addition of a new type of intervention.</p> <p>Governors have assigned a SEND Governor who regularly liaises with the Senior Leadership Team and with the SENDco. Updated reports are produced to report back to the full Governing Body on progress relating to children with SEND at our school.</p>



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	<p>Progress in areas other than attainment, are assessed in a range of ways. In some cases we use specialist assessments such as Progression Tools or Speech & Language Link tool, which measures a child's communication and Language development, but depending upon the pupils' needs, we may observe the pupil by way of incidental and targeted observations; use feedback from external agencies such as an Occupational Therapist and/or collect the views of the child, parents or other adults who work with the child.</p> <p>We also use teacher observations, monitoring of behaviour logs, how they respond to other children and interact with adults and how much they value themselves), our PSHE (Personal, Social, Health Education) lessons and social skills groups to identify and respond to need.</p>
6. How will I know how well my child is doing?	<p>Class teachers will hold a parents meeting with all parents in the Autumn and Spring terms to discuss each child's progress and provision in the classroom. For children who have been identified as having special educational needs and on a support plan, or for those children being monitored on a Concern Form, further discussion will be held termly via a virtual meeting to discuss progress towards their individual targets. At these meetings, staff will share with parents the evaluations and review of the current SEN Plan / Concern Form and set the next steps and actions. These meetings are virtual with class teachers. Parents are informed of the date of these meetings at the start of each term. In the event of the parents not being able to attend the virtual meeting, we will endeavour to organise either a 10 min telephone consultation or face to face meeting, at another time (dependent on the availability of staff and other school commitments). Where children have more complex needs, the SENDco may also be present at the meeting to discuss your child's needs with you (if appropriate).</p> <p>Where appropriate, we also hold meetings between parents, school and a range of professionals (Team Around the Child), as appropriate to review provisions and decide on next steps for the pupil.</p> <p>Each term families are invited to come into school at the end of the school day with their child, called Progress Celebration events, so that they can show you their books and tell you about the progress they have made. In addition, each class runs a class celebration event annually which incorporates a further opportunity for parents to see their children within school in a variety of events such as year group production, class team showcase or presentation of their topic learning.</p> <p>We communicate with parents on a more personal level in a range of ways, including by phone, email, notes in your child's book bag, letters, in person and phone calls home as and when appropriate. The frequency of communication depends on the needs of a child at any given time. Children with particular individual needs may have an alternative communication procedure in place as necessary.</p>
7. How will you help me support my child's learning?	<p>Throughout the school year, we work with the parents to discuss their child's needs, as well as any support that could further benefit them. We encourage parents to adopt similar approaches at home to those used in school to provide consistency such as using a visual timetable to help keep your child with routines.</p>



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	<p>Where external professionals are supporting a child's needs, for example, Speech and Language Therapist and Occupational Therapist via NHS, we will receive reports with strategies to implement in school. These reports are sent to us and parents direct for the professionals themselves. Where necessary we will call, or speak directly to parents about the reports and will add the recommendations to our daily provision and SEND Play/Concern Form. We will also work with parents to ensure a review phone call has been made direct by the parent to the professional after the given timeframe. We welcome visits to school by outside professionals to complete observations, liaise with staff and also to ask questions.</p> <p>Where external professionals are supporting a child, for example such as an educational psychologist or a member of the MSSIS team (who complete either learning assessments or Language assessments), then referrals are written with parents, observations and assessments completed in school time and the reports are sent direct to school. We will then share these reports, sending home a copy and organising a meeting to discuss the outcomes and actions. The recommendations and support are then implemented and where appropriate added to the child's individual SEND Plan Concern Form. At the meeting, we offer support to parents and carers – to equip them to implement the tasks set for their child at home.</p> <p>We signpost parents to training opportunities available to them and the school website hosts a wealth of information about how to support your child's learning and development. Through our understanding of individual families needs we can organise a range of outside professionals to support families, which include: TaMHs - who offer Neurodevelopmental consultations, parent 1:1 sessions, Dyadic work with parents and children and small group sessions, Early Support Worker, Educational Support Worker and specialist counselling team from Off The Record.</p> <p>Individual SEN Support Plans and Concern Forms also acknowledge how parents can help at home with a 'Home support' section highlighted on the plan/ form. This support is developed in partnership with parents and reviewed as part of the termly SEN Support Plan/Concern Form review meetings.</p> <p>In addition we run termly drop-in sessions and coffee mornings, often inviting an outside professional to help and support parents and give parents strategies to help at home.</p>
<p>8. What support will there be for my child's overall wellbeing?</p> <p>How will my child's personal or medical needs be met?</p>	<p>At Hillcross we know that children learn more effectively if they feel valued, happy and secure. We aim to ensure that our children are respected as individuals and feel good about themselves so that they can achieve their very best within a safe, caring and supportive environment. We provide support for pupils to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> • We have 2 qualified Emotional Literacy Support Assistants (ELSAs). They work with children who benefit from support with managing their emotions. • We have a CAMHS in School clinician (TaMHs) who works with children and families on a 1:1 basis. As part of this service we can offer Art therapy sessions to individual children or small groups once a week.



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- Parents are empowered to help and support their children at home and can access a range of online services and support, which includes a wealth of information on the Hillcross Website page, Merton Local offer and can also be signed up to Storm Break Shine app, at no extra cost, so that they can complete a 6 week session promoting positive mental health via sessions for parents and children to complete together.
- Pupils with SEN are encouraged to be part of whole school initiatives such as our Pupil Committees, for example The Junior Leadership Team or becoming an Eco Warrior.
- The Headteacher and attendance officer liaise with the educational welfare officer (EWO) to support any issues that may affect a child's attendance. Our class teachers talk to parents about absence concerns, and we are able to offer support such as breakfast club, after school club and suggest a range of strategies to help children to get into school on time.
- We have a zero tolerance approach to bullying yet the primary aim of our Behaviour Management approach Policy is not a system to enforce rules but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- We work in partnership with Off the Record, child's counselling service, which offers weekly sessions with a trained counsellor. As part of this service we can also offer 1:1 Drama Therapy sessions with Roundabout Drama Therapy.

The PSHE curriculum provides opportunities for children to explore the importance of issues relating to disability, difference and valuing diversity. The library resources include books that reflect the range of special educational needs issues and come from a disability equality perspective.

Supporting Children's Medical Needs

We work closely with Merton's School Nursing Team, NHS Specialised Nursing Team and The Merton Designated Medical Officer (DMO) to support children with medical needs. Our staff team are trained in managing day to day medical requirements such as epilepsy and allergy medication. Our school nurse can help us develop medical risk assessments for children who have diagnosed medical conditions. Our class teachers (with the support from the school nurse) completes, or updates, risk assessments as required. Children with significant medical needs risk assessments are signed off by the school nurse in collaboration with the NHS Specialist Nursing Team and shared with all relevant staff members.

We have more than the necessary number of staff who have the First Aid at Work Qualification and the Paediatric First Aid Qualification. All staff members complete basic first aid training at least every three years.



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	All staff complete annual training on managing the following medical conditions; Asthma, Anaphylaxis and the use of an AAI (Adrenaline auto-injector device).
9. How will my child be able to contribute their views on how things are going?	In addition to the usual ways in which the school collects the views of our children, pupils with SEND are asked for their views as part of the support plan review process. They are appropriately represented in other pupil voice opportunities across the school year carried out by governors and senior leaders so that the voice of this group of children is heard and influences whole school decision making.
10. What specialist services and expertise are available at or accessed by the school?	<p>We work with the following agencies to provide support for, and receive advice about, pupils with SEN. This includes:</p> <ul style="list-style-type: none"> • Learning, Behaviour and Language specialists (LBL Now known as , • Virtual Behaviour Service (VBS) • Educational Psychologists • Speech and Language Therapists • Early years inclusion team • Visual and Hearing impairment services • Occupational Therapists • Physiotherapists • School nurse • CAMHS (Child & Adolescent Mental Health) in school, known as TaMHS (Targeted Mental Health in Schools) • Art therapist • Medical Specialists. • Off the record counselling service & Roundabout Dramatherapy counselling sessions. <p>Access to the above services and professionals will be via school referrals and for some services there is a limit on the number of referrals per term that we can make. Appointments/assessments will be decided once all evidence and concerns have been reviewed. A waiting list will be developed and this will be reviewed termly, allocating appointments to children on a need basis. When making decisions on allocation of appointments the following will be considered; Needs of the child including progress and attainment levels, the view of children and parents, concerns raised by staff and discussed with SEND Co, Observations completed during structured and unstructured sessions, previous professional involvement and recommendations.</p>



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<p>11. What training have the staff supporting my child with SEN had or are having?</p>	<p><u>The SEND Team at Hillcross</u></p> <ul style="list-style-type: none"> • The Headteacher, Lisa Francis, has previously been a SENDco in two different schools. • The SENDCo, Steph Mayar, has 4 years' experience and holds the SENDCO accreditation from Roehampton University. She has previously worked as an EYFS Lead and EYFS SENDCo. <p>They are supported by experienced members of support staff who carry out administrative duties such as booking appointments and sending referrals and will provide support for parents.</p> <p>What other expertise can we access in school? We have a selection of highly skilled Support staff, who all have regular training in OAG, supporting children in class and some have more specific training which could include SALT, OT or ELSA.</p> <p>Training Staff members are encouraged to explore training opportunities that will benefit them in their role. They receive the training they need to support the children with whom they work. We encourage staff to continually update their skills and knowledge and hold regular staff INSET days. Our staff team who work with children who have specific medical needs receive specialised training, as needed.</p> <p>We work collaboratively with outside agencies such as Occupational Therapist, Educational Psychologist, Speech and Language Therapist, The Virtual Behaviour Service to provide CPD to staff to meet the variety of needs of our children.</p> <p>Over the past three years staff have received ASD training from Merton Autistic Outreach service (MAOS) and Dyslexia training. We have also developed a link with ADHD Embrace, a charity based in Kingston, who have completed training for staff and parent workshops. In addition all staff have attended training from Merton Sensory Impairment Team, on both hearing and visual impairments and how to support pupils who are deaf and have hearing devices. Year group and Phase specific training has been completed on Speech and Language interventions such as Colorful Semantics (EYFS & Phase 1), Attention Bucket (EYFS and Yr 1), as well as training on Zones of regulation (Across school) and FFT SPEeling (Phase 2).</p>
<p>12. How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. • All pupils are encouraged to go on our residential trip(s) to PGL (y4) and Belgium (Y6). • All pupils are encouraged to take part in sports day/school plays/special workshops, etc. <p>We actively promote the involvement of all our learners in all aspects of the curriculum, including extra-curricular or those activities that take place outside of the classroom. No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p>



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	<p>Reasonable adjustments are made whenever necessary to ensure that all children are included. Where there are concerns regarding safety and access arrangements, individual risk assessments are carried out so that further consideration is put in place to ensure needs are met, and appropriate reasonable adjustments are made.</p>
<p>13. How accessible is the school environment?</p>	<p>The school is fully accessible to wheelchair users. Ramps are provided to access all areas of the building. There is a disabled toilet and entrance doors are wide enough to enable wheelchair access. There is a lift to enable wheelchair access to the upstairs classrooms. Children with disabilities are encouraged to participate in after-school clubs and school visits are planned carefully to ensure they are accessible.</p> <p>If a child needs specialist equipment, we will ensure that it is made available, and that our staff members are able to support the child to use it during lessons. Opportunities to teach children via signs e.g. using symbols on displays and around the class are optimised.</p> <p>Concerns about SEN provision in our school should be made to the class teacher or SENDCo in the first instance. If they are unable to resolve the issues raised, families will be referred to the school's complaints policy which can be found on our school website. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> • Exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services
<p>14. How will the school prepare and support my child when joining Hillcross, transferring to a new school or planning for the next stage of their education, employment or training?</p>	<p>We carry out home visits for all new children to the school from nursery to year 6, so that we can quickly establish good relationships and identify any additional support that may be needed. Wherever possible, Early Years Foundation Stage practitioners also visit the previous setting of all children joining our reception classes. Information is shared from previous school – this may include a face to face meeting and/or a telephone discussion. This informs provision plans for children new to the school.</p> <p>Where the school knows that a child joining the school has a special educational need, we will work with families and agencies involved to devise a transition plan which will involve Team Around the Child Meetings with all adults involved, tours of the school, induction days and any other activity that will help the child adjust to a new setting. In EYFS, members of the team attend the EYFS SEND Transition meeting , which is led by the LEA and involves all PVI settings, Play groups and Nursery schools.</p> <p>When children move to a new year group, teachers have hand-over meetings at which they receive information about the attainment and progress of their new children and about any special needs and requirements. Other actions that support some children to transition smoothly include</p>



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	<p>special books which help the child familiarise themselves with the new classroom, changes to routine and the new adults they will be working with, new teachers visiting the child in the current class, meetings with families etc.</p> <p>We support the transition from Primary to Secondary school with supported visits to the secondary school, visits by the secondary SENDco to our school to meet the child, meetings for parents, and if required, support for parents and children from our ELSAs or CAMHS in school clinician.</p> <p>At any time that a child with SEND moves to a new school, we will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.</p>
15. How are the school's resources allocated and matched to children's special educational needs?	<p>The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Allocation of additional resources is flexible in response to children's changing needs across the school and may be reallocated termly after discussion with the class teacher and other staff who work with the children at pupil progress meetings or if a concern has been raised by them at another time throughout the year. Resources may include: deployment of staff, access to specialist equipment or access to targeted programmes depending on the child's individual circumstances.</p> <p>Governors are appraised on SEND Budgets – both income and expenditure, and they are made aware of staffing needs and issues to do with managing the support that is provided for children with different levels of SEND funding.</p>
16. How is the decision made about what type and how much support my child will receive? How will I be involved?	<p>As discussed above in the previous sections, where all staff will make adaptations to the provision, in line with OAG.</p> <p>If your child needs support which requires a level of funding beyond that available in our school's budget, the school and/or parents and carers can apply for top-up funding from the High Needs Funding held by our Local Authority, known as an Educational Health and Care Needs Assessment (EHCNA). Ideally, school and parents work together to make this request (called a request for Statutory Assessment). If the request is accepted, Statutory assessments will take place and the level of funding your child needs to provide the increased level of support will be considered. If funding (called High Needs Funding) is granted, an EHCP (Education, Health and Care Plan) will be written which will outline the aims for your child. The EHCP will take 20 weeks to complete and will include outside professional assessments from SALT, OT, EP and Medical professionals. These professional reports, along with Parent/ carer. child voice and staff evidence will then be combined to set clear targets, outcomes and set the provision and support required in order for the goals and targets to be met. The EHCP will also state how we will know if your child has met these aims (called outcomes) and what support needs to be in place to help your child meet these aims.</p> <p>An appropriate package of support is decided on by considering your child's attainment, rate of progress and what they find difficult. We use termly assessments and observations of your child's work to help us consider what level of support will benefit your child's individual needs at school.</p>



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	<p>Within EYFS, prior to an EHCNA being requested, school can access support and funding via the SENDIF funding as part of the Local authorities Early Years Funding panel. This funding panel will provide support for staff and allow schools to make small adaptations, enhanced ratios for key times of the session and provide resources necessary to implement the required support. Parental views are gathered at the referral stage of the SENDIF funding request and school and parents will continue to work together across the child's journey through EYFS.</p>
17. How will I be involved in discussions about and planning for my child/young person's education?	<p>For a child with an EHCP, in addition to the termly parent meeting and the discussion when support plans are reviewed (see question 6.), an Annual Review meeting is held involving all agencies working with the child to consider how the child is working towards meeting the outcomes set out in their EHCP. Parents, and if appropriate, children, attend Annual Review meetings which assess how the plan is working for the child. All parties have the opportunity to share their views.</p>
18. How can I be involved in the school more generally?	<p>Parents can volunteer across our school in various roles, such as reading support, classroom support, trips and clubs. Parents are welcomed into Friends of Hillcross (our PTA) which works to support the school by raising funds that are used to improve the school environment and provide equipment and resources.</p>
19. Who can I contact for further information?	<p>More information can be found in our SEND Policy and Accessibility Plan which can be found on our school website.</p> <p>Merton Special Educational Needs Information, Advice and Support Service offer impartial advice and guidance to parents/carers and young people with regard to the identification of special educational needs and the requirement for multi-agency support and intervention in the form of an Education Health and Care Plan (EHCP). MIASS was formerly known as Merton Parent Partnership Service.</p> <p>MIASS is aimed at families who have first contact with their school's SENCo, learning support advisor, class teacher and other professionals who know the child/young person but require some additional direct and specialist help and advice. Who to contact: MIASS 0208 543 8854 (there is a 24 hour answer machine. They are in the office from 9am until 5pm. If they don't answer you can leave a message and they will get back to you.) Alternatively you can email miass@merton.gov.uk</p> <p>A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority thinks will be available in their local area. Merton's Local Offer can be accessed online at www.merton.gov.uk/localoffer</p>
20. What should I do if I am considering whether this is the right school for my child/young person?	<p>Please visit the school's website where you can access a virtual tour of the school led by the Headteacher.</p> <p>The Senior Leadership Team holds tours of the school for prospective parents, these can be booked via the school website or by contacting the school office. If your child has SEND it is very useful to let us know in advance so that we can arrange additional time for you to ask more specific questions.</p>



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	<p>The London Borough of Merton handles all admissions to Hillcross Primary School and queries should be directed to them once you have decided you would like your child to attend Hillcross. For more information, please see http://www.merton.gov.uk/learning/schools/admissions.htm</p>
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