



Hillcross Primary School

Special Educational Needs & Disabilities Policy & Inclusion Strategy

Mission, Vision and Culture

Think, Nurture, Thrive and Be Proud!

Our bespoke, ambitious and child-led curriculum combined with our outstanding practice creates opportunities for all children to achieve success and meet their full potential, both personally and academically. As a nationally recognised Thinking School and a Rights Respecting Gold School, we nurture an empathetic community of creative, respectful, curious and independent thinkers and provide opportunities for our children to develop their unique talents and skills. We pride ourselves in our dedication to fostering positive wellbeing, celebrating diversity and promoting a culture of environmental awareness and responsibility.

Through our school culture of Collaboration, Consistency, Challenge and Celebration, and by promoting the values of Aspiration, Courage, Honesty, Respect and Responsibility, we empower a resilient school community of compassionate, responsible global citizens, committed to making the world a better place.

Compliance

This policy complies with the statutory requirements laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice 0 to 25 years \(2015\)](#) and has been written with reference to the following legislation, guidance, and policy documents:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for Education, Health and Care (EHC) plans, Special Educational Needs Coordinators (SENCOs), and the Special Educational Needs (SEN) Information Report.
- [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities.
- [The Public Sector Equality Duty \(section 149 of the Equality Act 2010\)](#), which sets out the school's responsibilities to eliminate discrimination, harassment, and victimisation; advance equality of opportunity; and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it.
- [The School Admissions Code](#), which sets out the school's obligation to admit all children whose Education, Health and Care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or special educational needs.
- [The Statutory Guidance on Supporting Pupils at School with Medical Conditions \(2015\)](#), which aligns with our school [Supporting Children with Medical Needs and Administering Medicine Policy](#) and [Intimate Care Policy](#).
- Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children, which outline statutory safeguarding requirements for all pupils, including those with SEND.
- [The Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#), setting out standards for learning, development, and care for children from birth to age 5.
- [The National Curriculum in England Key Stage 1 and 2 Framework](#), setting out the curriculum to be taught in all local-authority-maintained schools.



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- [Teachers' Standards](#), setting out minimum requirements for teachers' practice and conduct, including standard 5 regarding adapting teaching for pupils with SEND.
- [Hillcross Accessibility Plan](#) and Equality Information & Objectives.
- [Hillcross SEND Information Report](#) for parents and carers, as required by the SEND Code of Practice.
- [Hillcross Safeguarding and Child Protection Policy](#).

Aims

At Hillcross Primary School, our staff and Governors are committed to establishing equality and providing high-quality, inclusive learning opportunities for all children, regardless of their age, ability, aptitude, or special educational needs and/or disabilities (SEN/D). In line with our Inclusion Strategy, Accessibility Plan, and core values, we strive to remove barriers to learning and foster a happy, secure, empathetic, and aspirational environment. Here, every child is valued as a unique individual with distinct strengths and qualities to offer, empowered to thrive as a creative and critical thinker.

We strive to ensure that **every child receives a broad, balanced, and relevant education** with full access to the creative, social, spiritual, moral, and cultural curriculums. Every teacher is a teacher of every child, including those with SEN/D, providing the support and encouragement children need to reach their full potential as they develop essential skills and knowledge for adult life.

Because every child learns differently, there is no "one size fits all" approach. Our staff build a holistic picture of each child's strengths and concerns using in-school observations (across both structured and unstructured times), work samples, attainment and progress measures, and ongoing discussions with families. This information enables us to **support the individual child with the most appropriate strategies and resources** tailored to their individual needs, regardless of specific labels or categories.

We are equally dedicated to **working in close partnership with parents and carers**, providing you with the right tools, resources, and guidance to confidently support your child. Everyone has unique strengths and areas for growth; our inclusive ethos focuses on equity for all, offering practical, proactive support that benefits every child, whether or not they have a formal diagnosis.

Objectives

- To **ensure all relevant statutory guidance and codes of practice** including the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice, are implemented effectively, consistently, and transparently across the school.
- To proactively **identify individual needs at the earliest possible stage** through holistic assessment and continuous progress monitoring, ensuring timely and appropriate support is put in place.
- To **eliminate barriers to learning** by providing dynamic, adaptive teaching strategies and Ordinarily Available Provision (OAP), alongside targeted, evidence-based interventions tailored to each child's unique strengths and learning profile.
- To **enhance physical, curricular, and informational accessibility across the school** in line with our Accessibility Plan, ensuring every child can fully participate in all aspects of school life.
- To **cultivate an inclusive, safe, and empathetic school community** that promotes equality of opportunity, eliminates prejudice and discrimination, and aligns with our core Hillcross values.
- To **collaborate effectively with external agencies, specialist practitioners, and healthcare professionals** whenever a child requires expert support beyond the school's internal provision.
- To **empower staff** through ongoing professional development, expert guidance, and resources, ensuring every teacher is equipped to meet the diverse needs of all learners.



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- To **foster strong, collaborative partnerships with parents and carers**, ensuring families are meaningfully consulted, informed, and involved at every stage of their child's learning journey.
- To **ensure the voice of the child is actively sought and valued**, empowering children to participate in decisions, set goals, and develop as confident, reflective, creative, and critical thinkers.

Identifying Special Educational Needs

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not making expected progress and who may have additional or special educational needs. In addition, parents/carers are encouraged to share any concerns regarding their child with the class teacher.

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas:

Area of Need	Description
Communication and interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Including; • Children who are on the autism spectrum often have needs that fall in this category. • Children diagnosed with Developmental Language Delay
Cognition and learning	Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: • Specific Learning Difficulty ; dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties
Social, mental and emotional health	Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs. • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the Children becoming withdrawn or isolated.
Sensory and/or physical needs	Physical and sensory disabilities are conditions that affect a person's ability to carry out daily activities. • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment. These Children may need ongoing additional support and equipment to access all the opportunities available to their peers.

The above areas are to help the school identify and provide for the children's needs, rather than label a child or put them in a particular category. The needs of the child will be identified by considering the needs of the whole child, not just the special educational needs of the child. ([SEND: The Four Areas of Need](#))

Contextual Considerations & Early Identification

A child must not be regarded as having a learning difficulty solely because their home language is different from the language in which they are taught. While English as an Additional Language (EAL) pupils may require tailored language acquisition support, this is distinct from Special Educational Needs and Disabilities (SEN/D).



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Additionally, the following factors do not, in isolation, constitute SEN/D, though they are monitored closely to ensure appropriate, holistic support is provided across the school:

- **Attendance and Punctuality:** Poor attendance or persistent absence.
- **Health and Medical Needs:** Managed health conditions (unless accompanied by a distinct educational or physical disability).
- **Behavior:** Behavioral difficulties alone are viewed as an underlying response or indicator of need, requiring further assessment rather than automatically triggering a SEN/D identification.
- **Socio-Economic Factors:** Eligibility for the Pupil Premium Grant (PPG) or Free School Meals (FSM).
- **Children Looked After (CLA) or Previously Looked After (PLAC).**
- **Children of Service Personnel.**

In line with the Equality Act 2010 and our **Accessibility Plan**, the school makes reasonable adjustments, environmental modifications, and auxiliary provisions to remove barriers to learning for all pupils, ensuring every child achieves their full potential within an inclusive environment.

A Graduated Approach to SEN Support through Ordinarily Available Provision/ Guidance.

At Hillcross, we believe that high-quality, inclusive teaching is an entitlement for every child. The additional needs of the vast majority of children can be met effectively through Quality First Teaching, adaptive practice, and reasonable adjustments using the funding and resources that are routinely, or 'ordinarily', available within our mainstream setting.

In line with our Accessibility Plan and our SEND Information Policy, we are committed to removing barriers to learning, a child may only require tailored adaptations to whole-class provision to make strong progress. These reasonable adjustments and access strategies include:

- **Adapting teaching styles and pedagogical approaches** to suit individual learning profiles.
- **Modifying learning objectives and scaffolding** tasks while maintaining high aspirations for all.
- Providing **specialised resources linked directly to the individual child's needs**, which can include - assistive technologies, and physical or sensory access strategies in the classroom.

Under these circumstances, a child's needs are met through our Ordinarily Available Provision alongside personalised target setting. Teachers record these adaptations within their daily planning to ensure provision is proactive and responsive.

Progress is continuously monitored by the class teacher through a range of measures, including in-class observations during structured and unstructured times, work samples, and attainment tracking. This ongoing assessment directly informs future adaptive planning, ensuring that every child receives the right level of support and encouragement to thrive as an independent, creative, and critical thinker.

Transitioning to Targeted SEN Support

Where a period of adaptive teaching and Ordinarily Available Provision has not resulted in expected progress, support that is *additional to and different from* the standard curriculum is introduced.

SEND Concern Support

The **SEND Concern Process** is initiated following a collaborative discussion between the class teacher, SENDCo, and parents/carers, drawing upon our holistic assessment framework, including in-class observations, progress tracking, and work samples.

When a child is placed on **SEND Concern**:



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- Targeted strategies, reasonable adjustments, and environmental adaptations are put in place in line with our **Accessibility Plan** to remove physical, sensory, or learning barriers.
- **Progress and the effectiveness of provision** are formally reviewed termly alongside parents/carers for a period not exceeding three terms.

At any point during this cycle or at the end of Three rounds (terms) of a Concern Form, if the school recognises that progress continues to be a concern and parents/carers are in agreement that sustained, specialist provision is required, the child will formally transition to the school's **SEND Register** at the SEN Support level.

SEND Support

The SEND process is initiated at the end of the Three Terms of the Concern Form process, if a child continues to have stalled or slow progress even with additional support under our Ordinarily Available Provision and adaptive teaching strategies or when a child is identified as having a special educational need or disability. Our immediate action is taken to reduce or remove barriers to learning and put effective, individualised provision in place.

The SEND Support Plan Process & The Graduated Approach

At Hillcross Primary School, we fulfill our statutory duty to identify and support children with Special Educational Needs and/or Disabilities (SEN/D) through a structured, transparent, and continuous framework. Our **Individualized SEND Support Plan (IEP)** framework is anchored strictly in the national model known as **The Graduated Approach: Assess, Plan, Do, Review**.

This approach ensures that provision is not a static state, but a dynamic cycle that grows more detailed, specialist, and targeted as our understanding of a child's learning profile develops.

Step 1: Assess (Holistic Profile & Need Identification)

When a period of high-quality universal adaptive teaching and ordinarily available adjustments indicates that a child is working considerably behind their peers or experiencing persistent barriers to learning, a comprehensive assessment is initiated.

- **Multi-Source Evidence Gathering:** The class teacher and SENDCo build a comprehensive diagnostic profile drawing upon:
 - In-class observations and live assessment metrics.
 - Work scrutinies and standardized baseline assessments.
 - Developmental, physical, and sensory profiling.
- **Child Voice & Self-Perception:** Capturing how the child views their own learning, strengths, and difficulties using visual rating scales, pupil interviews, or learner profiles.
- **Parental Insights:** Partnering with parents/carers from the outset to capture developmental history, home observations, and family aspirations.
- **External Specialist Consultation:** Where specialized guidance is required, and with explicit parental consent, the SENDCo engages multi-disciplinary teams (e.g., Educational Psychology, Speech & Language Therapy, Occupational Therapy, CAMHS, or Specialist Teachers).

Step 2: Plan (Co-Producing the Individualized SEND Support Plan / IEP)

If the assessment demonstrates that a child requires provision that is *additional to and different from* the standard curriculum, a formal **SEND Support Plan** is established.



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- **Co-Production Meetings-** The plan is co-created during a dedicated, structured consultation involving the Class Teacher, SENDCo, Parents/Carers, and Child (where appropriate). External specialist recommendations are directly woven into this planning stage.
- **Formulating SMART Targets-** Every SEND Support Plan centres on 3 to 4 high-impact, achievable targets that directly address the root barriers to learning. Targets are strictly formulated using the SMART framework:

1. Assess (Early Identification & Holistic Profile)

- **Collaborative Discussion:** When concerns persist, the class teacher and SENDCo gather holistic evidence, including classroom observations, work samples, progress tracking, and developmental profiles.
- **Child & Parent Voice:** We capture the child's views, feelings, and aspirations alongside detailed insights from parents/carers to ensure a complete, empathetic understanding of the learner.
- **Specialist Advice:** Where necessary, and with parental consent, the SENDCo may seek formal guidance or diagnostic assessments from external professionals (e.g., Educational Psychologists, Speech and Language Therapists, Occupational Therapists, or Health/CAMHS specialists).

2. Plan (Co-Producing the SEND Support Plan)

- **SMART Target Setting:** In a joint termly meeting with parents/carers, the class teacher and SENDCo co-produce an individual **SEND Support Plan**. This plan outlines specific, measurable, achievable, relevant, and time-bound (**SMART**) short- and long-term targets.
- **Selecting Interventions:** Targeted, evidence-based provisions are selected from the **Hillcross Intervention Menu** (e.g., social-emotional, communication, or academic interventions) to support target achievement.
- **Reasonable Adjustments:** Classroom adaptations, sensory strategies, visual supports, and assistive technology tools are explicitly planned in alignment with our **Accessibility Plan** and **Ordinarily Available Provision**.

3. Do (Delivering Provision)

- **Class Teacher Responsibility:** The class teacher retains direct overall responsibility for the child's daily learning, progress, and well-being, delivering high-quality adaptive teaching within the mainstream setting.
- **Targeted Support:** Skilled Learning Support Assistants (LSAs) and TAs deliver specific targeted interventions (Element 2 provision), directly guided by the class teacher and SENDCo.
- **Tracking & Logging:** All interventions, frequency, and outcomes are systematically logged and monitored using the school's **Online Provision Mapping Tool (OPMT)**.
- **Classroom Integration:** Support staff and teachers ensure that skills learned during targeted interventions are actively reinforced and applied back within daily classroom practice.

4. Review (Evaluating Impact & Next Steps)

- **Termly Progress Reviews:** Every term, the class teacher, SENDCo, parents/carers, and the child formally meet to review progress toward the SMART targets on the SEND Support Plan.
- **Evaluating Outcomes:** The team evaluates the impact of interventions logged on the OPMT, gathering updated pupil voice and work samples.
- **Refining the Cycle:** Based on the review, targets are updated, strategies are refined, and provision is adjusted.

The Graduated Approach



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When reviewing a child's individual SEND Support Plans

- **Assess:** Class teachers, alongside the SENDCo and parents/carers, build a dynamic, holistic picture of the child's strengths, learning profile, and barriers to learning.
- **Plan:** Specific, achievable outcomes are agreed upon, and targeted interventions, adaptive resources, and reasonable adjustments are planned in partnership with the family.
- **Do:** The class teacher retains overall responsibility for the child's daily learning, delivering high-quality adaptive teaching and overseeing any targeted support or interventions.
- **Review:** The impact of the provision is formally evaluated with parents/carers and the child (where appropriate) each term.

Through this continuous **Assess, Plan, Do, Review** cycle, earlier decisions are regularly revisited and refined. This ensures provision adapts as our understanding of the child grows, empowering them to overcome barriers, build self-esteem, and achieve their full potential as confident, creative, and critical thinkers.

Collaboration with External Professionals

Where a child continues to make limited progress despite targeted, evidence-based support, or where specialised expertise is required, we work in close partnership with external agencies and multi-disciplinary teams. With parental consent, the SENDCo may seek advice, diagnostic assessments, or direct input from external specialists, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Specialist Teachers, and NHS Health or CAMHS professionals.

Recommendations from these experts are integrated into the child's individual learning targets, daily classroom adjustments, and staff training plans. This collaborative, multi-agency approach ensures our provision remains comprehensive, expert-informed, and aligned with our **Accessibility Plan** and **SEND Information Report**, maximizing every child's access to the whole curriculum and wider school life.

Managing Children's Needs on the SEND Register

At Hillcross Primary School, we recognize that targeted interventions and specialist support cannot compensate for a lack of high-quality classroom instruction. Every Class teachers are directly responsible and accountable for the progress, well-being, and development of all pupils in their care, including those accessing support from teaching assistants or external specialist services.

Termly Monitoring & Target Setting

- **Planning & Review Meetings:** The SENDCo and another member of SLT, meet with class teachers each term to review pupil progress, discuss newly arising concerns. The SEND Co will also collaborate on writing tailored targets for SEND Support Plans. Teachers also alert the SENDCo promptly whenever new needs emerge outside of these scheduled reviews.
- **Informing Daily Practice:** Targets and strategies agreed upon during SEND reviews directly inform whole-class adaptive planning, ensuring classroom environments, scaffolding, and teaching styles are continually adjusted to support inclusive learning.
- **Leadership Overview:** The SENDCo, alongside the Senior Leadership Team (SLT), regularly monitors the quality, consistency, and impact of SEND provision through termly pupil progress meetings, learning walks, work scrutiny, and pupil voice.

Funding Framework for SEND Provision

Financial support for children with SEND at Hillcross follows the national three-tiered funding framework:



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1. **Universal Funding (Element 1 - Ordinarily Available Provision):** Core funding provided on a per-pupil basis for all children attending the school. High-quality universal provision and adaptive teaching reduce the need to deploy more intensive resources unnecessarily.
2. **Targeted Funding (Element 2 - Notional SEND Budget):** Mainstream schools are expected to contribute up to the first **£6,000** of additional educational support provision per pupil from their allocated Notional SEND Budget to meet identified additional needs.
3. **Specialist / Personalised Funding (Element 3 - Top-Up Funding):** Where a child's needs require provision exceeding the combined total of Elements 1 and 2 (above £10,000 equivalent), high-needs top-up funding is provided on an individual basis by the Local Authority (commissioner) through an EHCP.

Note: The precise combination and levels of provision for any child are dynamic and may change over time as their needs evolve

Provision Mapping & Resource Allocation

The school Provision Map is evaluated termly by class teachers, the SENDCo, and the SLT. This ensures internal resources, staff deployments, and targeted interventions are dynamically adjusted in response to emerging pupil needs, curriculum developments, and available funding allocations.

Multi-Agency Collaboration & Parental Engagement

With parental consent, the SENDCo works closely with external specialists and healthcare agencies to secure expert guidance and diagnostic advice. Support staff, class teachers, the SENDCo, and external professionals collaborate continually to share insights, evaluate progress, and plan future provision. External specialists also meet directly with parents and carers to provide guidance and ensure a unified approach between home and school.

Full details of internal resources and multi-agency support available to families can be found in our **[SEND Information Report]**, our **[Accessibility Plan]**, and the **[Merton Local Offer]**.

Request for an Education, Health and Care Assessment

For a child with complex, long-term, or significant special educational needs and/or disabilities (SEN/D) who continues to make limited progress despite sustained, targeted SEN Support and external specialist involvement, the school, in close agreement and partnership with parents/carers, may request a statutory **Education, Health and Care (EHC) Needs Assessment** from the Local Authority (LA).

During this process, the school submits comprehensive evidence to the LA SEND Panel, demonstrating the graduated response and adjustments already delivered. This evidence includes:

- The views, wishes, and aspirations of the child and their parents/carers.
- Holistic assessment data, work samples, and in-class observations.
- Professional advice and reports from health, social care, or educational specialists (e.g., Educational Psychology, Speech and Language Therapy).

The Local Authority SEND Panel reviews the submission against statutory criteria to determine whether the child's needs can continue to be met through the school's ordinarily available provision and notional SEND budget, or if a formal statutory assessment is required.

Information Gathering during the Educational Health Care Needs Assessment (EHCNA)

A request for an EHC Needs Assessment gathers key information from a collaborative range of partners:

- The Child (ensuring their voice and feelings are central to the process)



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- Parents and Carers
- Class Teachers and Support Staff
- Special Educational Needs Coordinator (SENDCo)
- Health Professionals and Therapists
- Children's Social Care (where applicable)

The EHCP Decision & Annual Review Process

If the LA decides that a statutory assessment is needed, they will gather multi-agency advice to determine whether an **Education, Health and Care Plan (EHCP)** should be issued.

- **Parental Rights & School Consultation:** Parents/carers have the right to express a preference for an educational setting and to review, comment on, or appeal the contents of a draft EHCP. When Hillcross Primary School is named or consulted by the LA, the school evaluates whether it can meet the child's needs as specified in the plan, in line with our Admissions Policy, Accessibility Plan, and statutory duties.
- **Annual Review:** Once an EHCP is agreed upon, it becomes part of the child's formal educational record. The plan is reviewed at least annually through a formal meeting involving staff, external professionals, parents/carers, and the child. The Annual Review evaluates the effectiveness of current provision, measures progress toward specified outcomes, and adjusts support levels or targets accordingly.

Further guidance regarding EHC Needs Assessments, access arrangements, and local support services can be found via the **Merton Local Offer website** or within our published **SEND Information Report**.

Criteria for Exiting the SEND Register

The progress and attainment of all pupils are systematically tracked half-termly, with individual SEND Support Plan targets formally reviewed each term in line with the SEND Code of Practice.

Where a child has made sustained, good progress—and holistic assessment shows they no longer require provision that is *additional to and different from* ordinarily available adaptive teaching, they may be stepped down from the SEND Register. This decision is made through a collaborative consultation between the class teacher, SENDCo, parents/carers, and the child.

Once removed from the SEND Register, the child's progress continues to be closely monitored through standard whole-school tracking systems to ensure momentum is maintained and high-quality adaptive provision remains in place to support their ongoing learning journey.

Supporting Children and Families

At Hillcross Primary School, we place strong, collaborative partnerships with parents and carers at the heart of everything we do. We believe that open communication and mutual trust between home and school are essential to ensure:

- **Early, accurate, and holistic identification** of special educational needs and disabilities (SEN/D), leading to timely, tailored support.
- **Continuous personal, social, emotional, and academic progress** for every child.
- **Meaningful, aspirational short- and long-term targets** that empower children to reach their full potential.

Staff work closely alongside families to support children at every stage of their learning journey. Parents and carers can access comprehensive guidance, resources, and details about internal and external provision via the **Hillcross SEND Information Report** on our website, as well as through the **Merton Local Offer**.



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Admissions and Transitions

Smooth, well-planned transitions are crucial to ensuring every child feels secure, understood, and supported during times of change. In line with our **Transition Policy**, **Accessibility Plan**, and commitment to equity, we ensure that all aspects of a child's learning, physical, emotional, and sensory needs are carefully considered during every transition phase.

Internal & End-of-Year Transitions

At the end of each academic year, detailed transition handovers take place between current and incoming staff. Teachers share comprehensive academic data, holistic observation records, sensory preferences, and strategies to ensure new teaching teams have a clear insight into each child's unique strengths and needs before the new school year begins.

To prepare pupils directly for change and reduce anxiety around transition:

- **SEND Transition Booklets:** A personalised **SEND Transition Booklet** is created for every child with a Concern Form, Support Plan or who we feel would benefit from this additional support, as they move to their new year group. These visual, age-appropriate booklets include photographs of their new classroom, key staff members, cloakrooms, and routines.
- **Home & School Preparation:** Transition Booklets are shared with families prior to the end of the summer term so parents and carers can read and discuss them with their child over the summer holidays, ensuring a reassuring, predictable start to the autumn term.

Transition to Secondary Provision

We deliver a structured transition program for pupils moving on to secondary education. For children with SEN/D or heightened vulnerabilities, personalized transition plans are created, which may include additional visits, familiarization sessions, transition social stories/booklets, and accompaniment by a familiar member of Hillcross staff. The SENDCo liaises directly with receiving secondary SENCOs to ensure all statutory records, EHCPs, and background information are securely transferred.

Joining Hillcross (Early Years & Mid-Year Admissions)

To ensure a welcoming and inclusive start for children entering the Early Years Foundation Stage (EYFS) or joining mid-year:

- Senior leaders and EYFS staff conduct **home visits**, offering families a comfortable space to share key information regarding their child's development, strengths, and additional needs.
- **Induction and stay-and-play sessions** are hosted prior to starting, allowing children and families to become familiar with the school environment.
- Where appropriate, the SENDCo **collaborates with previous school, pre-school settings, early years practitioners, and key workers** (completing setting visits in Reception and if felt necessary for older children joining in Year One to Six) to ensure appropriate adaptive provision, specialised equipment, and access strategies are in place from day one.

Safeguarding and Child Protection

At Hillcross Primary School, we recognise that children with special educational needs and/or disabilities (SEN/D) or specific health conditions can face unique and additional safeguarding challenges. Statutory guidance (*Keeping Children Safe in Education*) highlights that pupils with disabilities or complex needs can be disproportionately vulnerable to abuse, neglect, exploitation, and bullying.



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We are acutely aware of the specific barriers that can obscure safeguarding concerns in this group, including:

- **Diagnostic Overshadowing:** The risk of assuming indicators of possible abuse, such as changes in behavior, mood, or physical marks, relate solely to a child's condition or SEN/D without full exploration.
- **Peer Isolation & Bullying:** A higher risk of social isolation, peer group rejection, or prejudice-based bullying, which pupils with SEN/D may experience without outwardly demonstrating visible distress.
- **Communication Barriers:** Challenges expressing worries, reporting concerns, or articulating experiences due to speech, language, or processing difficulties.
- **Cognitive Understanding & Online Risks:** Vulnerabilities in navigating digital safety, such as difficulties distinguishing fact from fiction online, understanding online risks, or predicting consequences.

Targeted Pastoral & Emotional Support

To overcome these barriers and foster a safe, empathetic, and inclusive environment, we provide proactive pastoral support tailored to each child's individual needs:

- **Trusted Adult Relationships:** Creating structured and informal opportunities for children to build strong, secure connections with familiar staff members who understand their communication styles and baseline behaviors.
- **Tailored Interventions:** Delivering specialised emotional and social development support, including Emotional Literacy Support Assistant (ELSA) sessions, Zones of Regulation frameworks, targeted PSHE support, and speech/language communication tools.
- **Peer Support & Inclusion:** Facilitating structured peer groups and playground support to promote positive friendships, combat isolation, and embed mutual respect across the school.

Multi-Agency & Leadership Collaboration

Any safeguarding concern, disclosure, or incident involving a child with SEN/D requires immediate, close collaboration between the **Designated Safeguarding Lead (DSL / Deputy DSL)** and the **SENDCo**.

Together with class teachers, support staff, and external safeguarding or health agencies, the DSL and SENDCo ensure that protective measures, reasonable adjustments, and individual safeguarding plans are promptly put in place to uphold every child's safety, dignity, and well-being.

Supporting Children at School with Medical Conditions

At Hillcross, we recognise that children with medical conditions must be properly supported so that they enjoy full access to a broad, balanced education, including physical education, extra-curricular activities, and school trips.

In line with statutory guidance **Supporting Pupils at School with Medical Conditions**, the Equality Act 2010, and our **Accessibility Plan**, we ensure that reasonable adjustments, environmental modifications, and individual care strategies are put in place so no child is disadvantaged due to a medical condition or disability.

Where a child's medical condition coincides with special educational needs and/or disabilities (SEN/D), their medical and learning support are integrated. If a child has an Education, Health and Care Plan (EHCP), their health and social care needs are coordinated in full accordance with the SEND Code of Practice.

Individual Health Care Plans (IHCPs) & Multi-Agency Working

For children with complex, long-term, or severe medical needs, an **Individual Health Care Plan (IHCP)** is co-produced alongside parents/carers, the SENDCo, medical leads, and relevant health professionals (such as school nurses or specialist consultants). IHCPs clearly detail daily care routines, medication management, emergency procedures, and access arrangements across all school environments.



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Allergy Awareness & Anaphylaxis Safety (Benedict's Law)

We take food allergies, severe dietary needs, and anaphylaxis safety extremely seriously. In full alignment with statutory safety regulations, **Benedict's Law**, and our school **Allergy Awareness Policy**:

- **Allergy Management Plans:** Tailored Allergy & Anaphylaxis Action Plans are written for all affected children, detailing specific triggers, symptoms, and emergency protocols.
- **Staff Training & Emergency Preparedness:** Staff undergo annual training on allergy awareness, avoidance strategies, and the prompt administration of adrenaline auto-injectors (AAIs). Emergency AAIs and Team Medical kits are maintained and readily accessible across the school site.
- **Inclusive & Safe Environment:** We maintain robust risk-assessment procedures for daily dining, practical activities, and off-site educational visits to ensure children with severe allergies are fully included, safe, and protected from exposure to known allergens.

Further details regarding medical administration, storage, and health care procedures can be found in our **Supporting Children with Medical Needs & Administering Medicine Policy**, **Intimate Care Policy**, and **Allergy Awareness Policy**, available on the school website or upon request.

Monitoring and Evaluation of SEND Provision

To ensure high-quality adaptive provision and maintain our aspirational standards, the quality and effectiveness of SEND provision across Hillcross Primary School are systematically monitored and evaluated.

Quality Assurance & Review Processes

- **Provision & Practice Scrutiny:** Senior Leaders and the SENDCo conduct regular learning walks, lesson observations, work scrutinies, and data analysis to evaluate the impact of adaptive teaching and targeted interventions.
- **Termly SEND Reviews:** Class teachers, support staff, and the SENDCo review each child's SEND Support Plan targets every term. This process incorporates pupil voice to capture how children feel about their learning and progress, alongside a collaborative review meeting with parents and carers (conducted in-person or virtually).
- **Continual Improvement:** Feedback gathered from staff, parents/carers, and pupils directly informs our dynamic school provision map, promoting a continuous cycle of reflection, refinement, and enhancement of our inclusive practice.

EHCP Annual Reviews

For children with an Education, Health and Care Plan (EHCP), a formal **Annual Review** meeting takes place in addition to termly SEND reviews, in accordance with statutory requirements.

Organized by the SENDCo, this review brings together parents/carers, class staff, external professionals, and representatives from the Local Authority. The child is actively invited to contribute or attend (where appropriate) to ensure their views, feelings, and aspirations remain central. The meeting evaluates progress toward long-term outcomes and determines any necessary amendments to statutory provision, funding, or targets.

Staff Training and Resources

We are committed to building a highly skilled, knowledgeable, and empathetic team equipped to meet the diverse needs of all learners. Meeting additional needs and advancing inclusion are key priorities within the **School Development Plan**.

Professional Development & Expertise



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- **Continuous Professional Development (CPD):** All teaching and support staff access high-quality training and development matched to whole-school priorities and specific pupil profiles, reinforcing Standard 5 of the Teachers' Standards (*adapting teaching to respond to the strengths and needs of all pupils*).
- **Targeted Support Staff Development:** Teaching Assistants and support staff access bespoke training programs to deepen their specialist skills. Support staff also act as "SEND Ambassadors" for specific areas of need (e.g., Speech, Language and Communication, Sensory Processing, Emotional Literacy), sharing best practice across the school.
- **Network Engagement:** The SENDCo regularly participates in Local Authority SENDCo networks, regional cluster meetings, and specialist inclusion forums to ensure school practice remains at the forefront of national and local developments.

Through ongoing monitoring and targeted professional learning, we continually develop our staff's capacity to identify needs early, implement effective reasonable adjustments, and ensure every child is supported to thrive as an independent, creative, and critical thinker.

Roles and Responsibilities

Special Educational Needs and Disabilities Coordinator (SENDCo)- SENDCo: Steph Mayar

The SENDCo holds strategic and operational responsibility for the implementation of the school's SEND Policy, ensuring an equitable, inclusive, and consistent approach across Hillcross Primary School.

The primary duties and responsibilities of the SENDCo include:

Strategic Leadership & Provision Oversight

- Overseeing the day-to-day operation of the school's SEND and Inclusion Policy in line with statutory requirements and the SEND Code of Practice.
- Coordinating provision and reasonable adjustments for children on SEND Concern, the SEND Register, or those with Education, Health and Care Plans (EHCPs).
- Maintaining the school's SEND Register, dynamic Provision Maps, and statutory records.
- Managing and evaluating targeted (Element 2) interventions across the school to ensure support is evidence-based, timely, and leads to strong pupil progress.
- Managing the school's statutory responsibilities for meeting the medical needs of children with SEND and health conditions, including alignment with our **Allergy Awareness Policy** and **Accessibility Plan**.

Staff Advice, Training & Support

- Liaising with and advising teaching and support staff on early identification, holistic observations, and adaptive teaching strategies.
- Supporting class teachers in writing, implementing, and evaluating meaningful targets for SEND Support Plans.
- Leading staff development on the **Ordinarily Available Provision / Guidance** to strengthen our universal, classroom-based inclusive practice.
- Delivering training on **Assistive Technology** and adaptive tools to expand accessibility and foster pupil independence across all year groups.



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- Identifying whole-school CPD priorities and training TAs/Support Staff in their specialist roles, including their responsibilities as SEND Ambassadors.

Partnership with Parents & Multi-Agency Collaboration

- Building strong, collaborative relationships with parents and carers alongside class teachers, ensuring families are active partners in their child's education.
- Coordinating and completing referrals to external agencies, health services, and specialist diagnostic teams to secure advice, assessments, and guidance.
- Liaising with external professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and CAMHS, and ensuring their recommendations are embedded into daily classroom practice.
- Coordinating applications for statutory funding or assessments, including **SENDIF** (EYFS Top-Up Funding) and **EHC Needs Assessments (EHCNA)**, in full consultation with parents/carers and staff.

Monitoring, Assessment & Moderation

- Assisting in monitoring and evaluating the progress and attainment of children with SEND using holistic data, work samples, live assessments, and national tracking metrics.
- Participating in internal and borough-wide SEND moderation to ensure accuracy, consistency, and alignment with Local Authority standards.
- Coordinating termly SEND reviews and statutory EHCP Annual Reviews, ensuring pupil voice and parental feedback are central to all decisions.

Transitions & Inter-School Liaison

- Leading transition planning for pupils with SEND moving between year groups, including overseeing the creation and distribution of **SEND Transition Booklets**.
- Collaborating with SENDCos in receiving secondary schools, specialist settings, and early years providers to ensure seamless, reassuring handovers for every child.

Class Teachers

Every teacher is a teacher of special educational needs. Class teachers are directly responsible and accountable for the progress, development, and well-being of all pupils in their class, including those accessing support from teaching assistants or specialist services.

The primary duties and responsibilities of class teachers include:

High-Quality Adaptive Teaching & Classroom Practice

- Delivering **High-Quality Adaptive Teaching** as a universal entitlement for every child, using the **Ordinarily Available Provision / Guidance** (Tier 1 support) to remove barriers to learning and ensure full inclusion.
- Retaining primary responsibility for the daily learning, progress, and safety of every child in the class, including working directly with pupils receiving targeted or specialist support.
- Implementing reasonable adjustments, sensory strategies, visual supports, and assistive technology in line with the school's **Accessibility Plan**, **SEND Information Plan**, individual Concerns Forms and Support Plans.



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Assessment, Target Setting & Interventions

- Assessing pupil needs holistically using classroom observations, work samples, live assessments, and progress tracking data.
- Writing, implementing, and reviewing SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets for **SEND Support Plans** each term, in close consultation with the SENDCo, parents/carers, and the child.
- Utilising the **Hillcross Intervention Menu** to select and deploy appropriate evidence-based targeted interventions (Tier 2 support) for individuals and small groups.
- Maintaining accurate records by evaluating and logging interventions and support strategies on the **Online Provision Mapping Tool (OPMT)**.

Team Collaboration & Support Staff Directives

- **Working in close partnership with year group TAs and support staff** to ensure a shared understanding of each child's unique profile, target outcomes, and required accommodations.
- **Monitoring and evaluating the quality and impact of interventions** delivered by support staff, actively linking intervention learning back into daily classroom practice.
- Familiarising themselves with the school's SEND and Safeguarding policies, ensuring early identification of emerging needs and prompt communication with the SENDCo and DSL.

Partnership with Families & Multi-Agency Processes

- **Partnering actively with parents and carers** through termly formal **SEND Review Meetings** and Parents evenings, as well as regular informal discussions throughout the year.
- **Gathering pupil voice and views** to ensure children are active participants in setting and understanding their own targets.
- Contributing evidence, observation reports, and progress data toward professional multi-agency referrals, statutory **EHC Needs Assessments (EHCNA)**, and annual EHCP reviews.

Teaching Assistants (TAs) / Support Staff

Support Staff play a vital role in enabling children with special educational needs and/or disabilities to flourish as confident, independent, creative, and critical thinkers. Working under the guidance of the class teacher and SENDCo, they support full inclusion across all aspects of school life while upholding the school's **SEND Policy, Safeguarding procedures, and Accessibility Plan**.

The primary duties and responsibilities include:

Supporting Inclusive Learning & Independence

- **Delivering targeted support and adaptive strategies within the classroom** to enable pupils to access the curriculum alongside their peers, while actively promoting pupil independence rather than over-reliance on adult assistance.
- **Implementing reasonable adjustments**, visual supports, sensory accommodations, and assistive technology tools as outlined in the child's **Concern Form, SEND Support Plan** or EHCP.



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- **Fostering a safe, nurturing, and empathetic environment** that supports pupils' personal, social, and emotional development, using tools such as the **Zones of Regulation** and ELSA strategies.

Delivering & Evaluating Interventions

- **Planning and delivering specific, evidence-based intervention programs** chosen from the Hillcross Intervention Menu to address individual learning, speech/language, or social-emotional targets.
- Collaborating with class teachers to record, monitor, and evaluate the progress of targeted interventions on the **Online Provision Mapping Tool (OPMT)**.
- **Actively connecting intervention learning back into whole-class activities** to help pupils apply new skills independently.

Collaboration & Professional Excellence

- **Working in close partnership with class teachers and year group teams** to ensure a shared understanding of each child's unique strengths, profile, and daily targets.
- **Contributing valuable observations and feedback** on pupil progress, engagement, and well-being to inform termly SEND reviews, multi-agency reports, and statutory EHCP Annual Reviews.

SEND

Governor

Role: Champion and oversee SEND provision on behalf of the Governing Body.

- **Strategic Oversight:** Monitors the implementation and effectiveness of the school's SEND Policy, **Accessibility Plan**, and statutory duties under the SEND Code of Practice.
- **Support & Challenge:** Meets regularly with the SENDCo to evaluate progress tracking, intervention impact, and allocation of the Notional SEND Budget.
- **Advocacy & Governance:** Ensures SEND priorities remain central to the **School Development Plan** and reports on provision quality to the full Governing Body.

Designated Teacher with specific Safeguarding responsibility:

Our Designated Safeguarding Leads (DSLs) are:

- Mrs Lisa Francis – Headteacher
- Ms Steph Mayar- Assistant Headteacher & SENCo
- Mr Lee Christy – Assistant Headteacher
- Mrs Tanja Doig – Assistant Headteacher
- Mrs Su Stacey - Early Years Lead

Member of staff responsible for managing PPG/LAC funding: Steph Mayar -Assistant Headteacher

Storing and Managing Information

Documents are stored in line with the school's protocol for confidentiality.

Accessibility

The school is a disabled friendly school. 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.

The PSHE curriculum includes issues of disability, difference and valuing diversity. The library resources include books that reflect the range of special educational needs in children and come from a disability equality perspective. Opportunities to teach children via visuals e.g. using symbols on displays and around the class are optimised.



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Dealing with Complaints

The complaints procedures for Hillcross Primary School are set out in the school's handbook. Parents who are unhappy about any aspect of their child's educational progress should ask for a meeting initially with the class teacher. If any parent has concerns or complaints regarding the care or welfare of their child, they can make an appointment to speak with the Phase Leader in the first instance, then the Deputy Headteacher or Headteacher if required. For any complaints specifically related to SEND, the parent/carer should initially speak to the class teacher and then make an appointment to see the SENDCo if necessary.

Anti-Bullying Awareness and Support for Vulnerable Learners

Our Anti-Bullying Policy is available on the school's website. Our Anti-bullying policy and practice aims to ensure that all members of our community can be safe from any kind of bullying. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

Appendices

[The Local Offer](#)

[SEN Information Report](#)

[Accessibility plan](#)

[Ordinarily Available Provision - Merton](#)

Contact details: Steph Mayar (SENDCo): 020 8542 6936. Email SENDTEAM@HILLCROSS.MERTON.SCH.UK

Linked Policies and Documents

- Anti-bullying policy;
- Behaviour and Exclusion policy;
- Complaints procedure;
- Confidentiality policy;
- Data Protection policy;
- Equality Plan and Procedure;
- Managing Medical Conditions in School policy;

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our Children's and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.



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Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under data protection laws, which include the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and the Data (Use and Access) Act 2025.

Monitoring and Evaluation

Last Review: September 2021, September 2022, September 2023, September 2024, September 2025, September 2026

Date of next review: September 2027

(In line with the new SEND requirements for schools effective from September 2014, the SEND policy will be reviewed annually).