



SEND Information Report

2026-27

Policy reviewed, updated and ratified by the GB:	March 2026
Date of next review:	March 2027

Northwood School SEND Information Report

Every child brings a unique profile of strengths, experiences and areas of need to our school community. We are committed to securing high aspirations, equitable access and strong outcomes for all students, including those with special educational needs and disabilities (SEND).

This report outlines how the school identifies, assesses and supports students whose learning is affected by additional needs and who require provision that is additional to or different from that ordinarily available. It explains the structures, graduated response and specialist support in place to ensure that students with SEND are able to access the curriculum, participate fully in school life and make sustained progress.

The links below provide further information about how Northwood implements inclusive practice and targeted provision to meet a broad range of additional needs.

Identified area of need	How this may present	Support for all	Support for some	Support for few
Cognition and learning	How a student processes, retains, applies and demonstrates learning. These difficulties may be general or specific, and may affect literacy, numeracy, memory, processing speed and conceptual understanding.	Quality first teaching Adaptive teaching Staff trained in SEND Scaffolded learning Visual support Classroom strategies	Additional adult support Higher levels of task specification Smaller class sizes Structured programmes for literacy support	Targeted 1:1 or small group intervention Differentiated tasks Specialist support Exam access arrangements
Communication and interaction	Needs related to difficulties with speech, language, understanding or social communication that affect a student's ability to express themselves, comprehend others and engage effectively in learning and relationships.	Quality first teaching Adaptive teaching Staff trained in SEND Whole school oracy development Scaffolded learning Visual support Classroom strategies Clear, concrete language	Structured conversation frameworks Pre-teaching vocabulary Social stories and comic strip conversations Targeted support at unstructured times Modelling of social communication Reduced language load	Speech and Language Therapist involvement Specialist autism advisory input Individual communication plans Alternative and Augmentative Communication (AAC) Highly structured, low-arousal environments

				EHCP specifying specialist provision
Sensory and/or Physical	Needs related to visual, hearing, multisensory or physical difficulties that require adaptations, specialist equipment or environmental adjustments to ensure equitable access to learning and school life.	Clear classroom layouts Seating plans to optimise access Visual clarity of resources Adjustable lighting where possible Awareness of sensory load	Movement breaks Adapted equipment Environmental adaptations	Specialist sensory impairment teacher input Mobility or physiotherapy programmes Personal care plans Specialist equipment EHCP specifying environmental and staffing adjustments
Social, Emotional and Mental Health (SEMH)	Needs related to difficulties in emotional regulation, social interaction and mental wellbeing that significantly impact a student's ability to access learning, build relationships and participate positively in school life.	Quality first teaching - to include behaviour management that is adaptive Consistent relational approaches Clear behaviour expectations framed positively Predictable routines Emotional literacy embedded in curriculum Safe adult check-ins Restorative conversations	Adjustments such as timeout passes Key adult named Mentoring	Individual behaviour support plans Risk assessments and safety planning CAMHS or external therapeutic involvement Trauma-informed personalised provision Reduced timetables (time-limited and reviewed)
New - Neurodevelopmental differences	Needs related to differences in brain development that affect attention, executive functioning, sensory processing, regulation, social communication and learning profile. It may include students with autism, ADHD, sensory processing differences, tic disorders and	Predictable routines and clearly structured lessons Explicit modelling of expectations and task breakdown Chunked instructions and visual supports Flexible seating and movement opportunities Low-distraction seating	Clear transitions and pre-warnings Task management support Metacognition coaching Access to low arousal spaces	Personalised timetable adaptations External specialist support to include SALT, CAMHS, EP, CAAS EHCP directed provision

	overlapping neurodivergent profiles.	options Processing time built into questioning Reduced cognitive overload in task design Whole-school relational and regulation-aware approaches		
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Parents' FAQ

How does your school know if my child needs extra help?

- If your child is transferring to Northwood and already has a special educational need, your primary school will inform the SENCO at Northwood. These children form the majority of SEND students at the school.
- There is planning between the schools and with parents/carers in Year 6 to support the student's move from primary to secondary school.
- On entry, all year 7 students will be screened using the CATs (Cognitive Ability Tests) and also for Reading and Spelling and Numeracy ability.
- Whilst at Northwood, the school has identification of need systems where teachers and parents can raise concerns, in addition to regular data tracking cycles

What should I do if I think my child may have a special educational need or disability (SEND)?

If you have concerns about your child's learning, wellbeing or development, please contact us as soon as possible. We value early conversations and believe that working in partnership with families leads to the best outcomes for children.

We will:

- Listen carefully to your concerns
- Share what we are noticing in school
- Agree next steps together
- Put appropriate support in place and review its impact

Support may begin with targeted classroom strategies and careful monitoring, or it may involve specialist assessment and advice from external professionals.

How to contact us

- Contact the school office by phone or email (see the school website for details)
- Email enquiries marked FAO SEND Department
- Sign up for our termly SEND clinic to speak directly with the SENCo
- Contact the SENCo for clarity about the support available for your child

If English is not your first language, you are welcome to contact us through a family member, trusted friend or professional interpreter. We are committed to accessible communication for all families.

What is an EHCP?

An Education, Health and Care Plan (EHCP) is a legal document issued by the Local Authority for children and young people whose needs require provision beyond what is normally available in mainstream settings.

An EHCP:

- Identifies a child's special educational needs
- Sets clear, measurable outcomes
- Specifies the provision required to meet those outcomes
- May include health and social care needs and support

The school works in partnership with families and the Local Authority to deliver the provision outlined in the EHCP and to review progress annually.

How will I know if my child is being supported?

For all students

If we identify that your child requires provision that is additional to or different from high-quality classroom teaching, we will contact you to discuss:

- The support being put in place
- The intended outcomes
- How progress will be reviewed

You will also have opportunities to discuss progress at:

- Parent consultation evenings
- Scheduled review meetings
- Direct contact with your child's Form Tutor or subject teachers

We encourage parents to contact the school at any time if concerns arise.

For students with EHCPs

Students with an EHCP will have clearly identified needs and provision in place from the start of their time at Northwood.

Each year, there will be a formal Annual Review, which includes:

- A detailed written report shared in advance
- A face-to-face review meeting with parents, staff and (where appropriate) the student
- A review of progress towards outcomes
- Discussion of provision and next steps

Students are supported to share their views and aspirations as part of this process.

How is the curriculum matched to my child's needs?

We believe that high-quality, adaptive teaching is the foundation of inclusive practice.

Our approach includes:

- Skilled subject teachers adapting teaching to ensure access, challenge and success
- Flexible grouping arrangements
- Access to Individual Education Plans or support profiles
- Collaboration between teaching staff and specialist SEND staff
- Targeted intervention where needed
- Specialist pathways at Key Stage 4 for some students

Where appropriate, Learning Support Assistants (LSAs) provide in-class support to promote independence, understanding and engagement.

How is progress monitored?

Your child's progress is monitored through:

- Ongoing teacher assessment
- Whole-school tracking systems

- Review meetings
- Parent consultation evenings

For students receiving SEND support, we follow a structured Assess–Plan–Do–Review cycle, ensuring provision is responsive and evidence-informed.

Teachers have access to SEND information to ensure adaptations are embedded in daily teaching.

Will my child be able to access the school environment?

Northwood’s site is fully accessible.

- Lift access to all floors (lift passes issued where required)
- Wheelchair access to all paved external areas
- Consideration of accessibility needs in planning provision

We review accessibility regularly in line with the Equality Act 2010.

What specialist services and expertise are available?

Our SEND team works collaboratively with a range of professionals, including:

- Speech and Language Therapy
- Educational Psychology
- Autism specialists- namely CAAS
- Healthcare professionals - including physiotherapists and occupational therapists
- Visual impairment/ Hearing Advisory Teachers

Learning Support Assistants receive ongoing professional development to ensure high-quality, needs-led support.

We commission external support where required to meet individual needs.

How will you help me support my child at home?

We believe in strong home-school partnership.

We offer:

- Information evenings (e.g. Options, Post-16 planning)
- SEND clinics and coffee mornings
- Local Offer signposting

- Advice within annual review documentation
- Direct contact with your child's support team

Parents are always welcome to seek guidance and discuss strategies to support learning and wellbeing at home.

What support is there for my child's wellbeing?

We are an inclusive school that values diversity and belonging.

Pastoral support includes:

- Form Tutor oversight of academic, social and emotional wellbeing
- Year team support
- SEND team involvement where appropriate
- Access to the school counsellor (via referral)

We promote high self-esteem, positive relationships and a strong sense of belonging.

All students are encouraged to participate in extracurricular activities such as art, drama, sport and science clubs to enhance their school experience.

How will the school prepare my child for Post-16 or transition to another setting?

Preparation for adulthood begins early, with planning around preparing for adulthood taking place from Year 9 onwards.

Students have access to:

- A qualified careers adviser
- Personalised guidance
- Links with local colleges and providers
- Supported transition visits

We work closely with local providers, including Uxbridge College, to ensure smooth and well-planned transitions.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Information on the London Borough of Hillingdon Local offer is available on www.hillingdon.gov.uk/families .

Further Information

If you require any further information in respect of our SEND provision, please contact our SEND Department on 01923 836363.

Complaints from parents of children with SEND about the provision made at the school should be made in accordance with the School Complaints Procedure (which is available to read on the school website or available on request from the school).

London borough of Hillingdon Send Advisory Service:

Website: <https://careandsupport.hillingdon.gov.uk/Services/1652>

Email: sensupport@hillingdon.gov.uk

Centre for ADHD & Autism Support

Website: <https://adhdandautism.org/services/youth/>

Hillingdon Education & Health Care Plans

Website: <https://www.hillingdon.gov.uk/article/10944/Education-Health-and-Care-Plans-EHCPs>

Ratified by the Full Governing Body: March 2026