



SEND POLICY 2026 – 2027

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

1. Mission Statement and Aims

Northwood School values the abilities and achievements of all its students, and is committed to providing, for each student, the best possible environment for learning and ensuring that they make progress. We aim to provide a safe, secure, happy, caring environment where all students are encouraged to participate fully.

Every student is entitled to a broad and balanced curriculum and all-round educational experience. All members of staff together with the authorities (Governing Body and the London Borough of Hillingdon) have a responsibility to use our best endeavours to make sure that every student is entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilled lives, and make a successful transition into adulthood, whether into employment, further or higher education (Code of Practice 6.1).

Our SEND Policy works alongside and in conjunction with The Local Offer from the London Borough of Hillingdon.

2. Context

This policy reflects the statutory duties set out in the Children and Families Act 2014, the SEND Code of Practice (0–25), the Equality Act 2010, and subsequent national reforms and consultation proposals shaping the future SEND system in England.

The underlying principles are that:

- Children with SEND are identified early, with their progress monitored and supported according to their level of need
- The majority of children with SEND are provided for by quality first teaching, which includes appropriate adaptations
- For some children, further support is required, including specialist interventions
- Parents, carers and young people are included in co-production of support plans
- Inclusion is a whole school responsibility, centred in high quality teaching and learning, consistency of support through systems and structures and deliberate thought and planning for those with identified barriers to learning
- A graduated approach is applied through assessment, planning, delivery and review of support
- Children with the most complex needs hold EHC Plans which codify their provision
- A multi-agency approach is underpinned by collaboration with the Local Authority, external professionals, healthcare, families, alternative and specialist provision

3. Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have difficulty accessing the curriculum, temporary or more long- term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Provision may be triggered when students fail to achieve good progress despite having had access to differentiated teaching in the mainstream. Lack of progress may be indicated by little or no progress,

working at levels significantly below age expectations particularly in Literacy and Maths, presenting persistent social and emotional difficulties, sensory or physical impairments or difficulties with communication and interaction.

4. Development of the SEND Policy

The Governing Body, Headteacher, Deputy Headteacher, SENCO and SEND professionals were involved in developing the policy.

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting its statutory requirements.

The SENCO will identify areas for development in special educational needs and contribute to the school's development plan. They will coordinate provision for SEND Support and EHCP students.

5. The Role of the SENCO

Key Responsibilities: Code of Practice Chapter 6: 84-94

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

The SENCO's responsibilities include:

- Day to day responsibility for the operation of SEND Policy and co-ordination of specific provision made to support students with SEND, including those who currently have an EHCP.
- Support teaching and learning of students with SEND.
- Provide professional guidance to colleagues and work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the local offer and be able to work with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high quality teaching.
- Liaise closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Maintain the school's Joint Support Register and SEND records.
- Making a contribution to INSET.
- Liaise with primary schools in the locality.
- Advise on the graduated approach.
- Advise on the deployment of the school's delegated budget and other resources to meet the students' needs effectively.
- Liaise with potential providers of education to ensure a student and their parents are informed about options and a smooth transition is planned between Key Stage 2 and 3 and Key Stage 3 and 4 as well as post key stage 4 next steps.
- Liaising with potential external agencies, Local Authority support services, Health and Social Services, Careers service and voluntary bodies.

6. The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENCO.

- Ensuring that the school has clear and flexible strategies for working with students and parents, and that these strategies encourage involvement in their child's education.

7. The Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students.
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting students with EHCP about the reasons for any given EHCP.
- Ensuring that SEND students are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEND Policy.
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget.

8. The Role of the Form Tutor

- Being aware of the school's SEND policy.
- Being familiar with the SEND register.
- Keeping up to date with student IEPs and changes made to these.
- Organise SEND Support meetings.
- Liaison with families.
- Monitor emotional and social wellbeing
- Flag and report regulation and organisational issues

9. The role of Heads of Year

As in point 8 but also:

- Reviewing and monitoring the progress of students with SEND in their year group.
- Assist form tutors' effectiveness in catering for SEND students.
- Assess behaviour data to monitor trends regarding SEND students
- Action appropriate and individual response ensuring reasonable adjustments are made
- Communicate with parents when trends or concerns have been raised to develop a person centred approach for the student using the assess plan do review cycle

10. The Role of Subject Teachers

'Every Teacher is a Teacher of SEND.' Subject teachers are responsible for resourcing, intervention, differentiation and progress of the students within their classroom.

- Being aware of a student's IEP and revisiting these on a regular and ongoing basis to ensure they are aware of any changes that have been made and to ensure that appropriate strategies are in place for students.
- Contributing to Q of E or student information meetings as well as reporting any concerns.
- Including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SEND team for advice on assessment and strategies to support inclusion.
- Being aware of the school's SEND policy and procedures for the identification, monitoring and supporting students with SEND.
- Liaising with and appropriately deploying the LSAs in advance of a lesson so that the LSAs are clear on their role.

- Giving feedback to parents of students with SEND via phone calls or in person meetings
- Working with the HOD to analyse class and student progress and establish classroom and subject specific intervention for students not making expected progress.
- Using the correct reporting system to raise concerns to the SENCO about potential SEND students.
- To follow the assess plan do review cycle
- Setting and adapting accessible homework

11. The role of Heads of Department

As above but also:

- Reviewing and monitoring the effectiveness of resources and other curriculum material.
- Assist subject teachers' effectiveness in catering for SEND students.
- Developing and sharing SEND strategies and provision in curriculum via co-planning and department meetings.
- Analysis of progress data to establish patterns and trends of students not making expected progress.
- Developing and implementing subject specific targeted intervention with a graduated response for these students.
- Ensuring parents have been informed and met to discuss subject concerns.

12. The role of Learning Support Assistants

Is to encourage and develop independence and confidence for students in all areas of their education and personal development.

- To be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND.
- To use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
- To take an active role with the teacher in planning the learning experiences for the students that they support.
- To lead targeted SEND interventions using the assess, plan review, do cycle.
- To track and monitor progress of the students they support.
- To communicate with parents regarding success or concerns.
- To take an active role in one area within the department.
- To contribute to EHCP annual reviews and other parent meetings.
- To work towards building student independence and self-regulation in the long term.
- To be named as 'key workers' for students with the highest level of need

13. Admissions

Students with special educational needs will be admitted to Northwood School in line with the school's admissions policy. It will strive to meet the needs of all children who are admitted to school and will ensure that its admissions policy is consistent with the requirements of the Code of Practice on admissions and all other relevant legislation. Where a parent wishes to have a mainstream provision for a child with EHC Plan the LA must provide a place unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

In the summer term prior to transfer:

1. The SENCO is involved in collecting information from feeder schools concerning Year 6 students recorded on their SEN Register.
2. The SENCO is available to be involved in the review of EHC Plans of Year 6 students where possible.
3. The learning support department is available to be actively involved with SEND students prior to transfer.
4. When students leave then their information will be passed on to their new school in accordance with usual procedure.

14. Resources

The Headteacher and Governors are responsible for the allocation of funds for SEND provision.

Northwood School is provided with resources to support those with additional needs, including students with SEND and disabilities. Most of these are determined by local funding. E1 is the average weighted student unit that is set by the LA for every student and E2 is notational funding of £6,000 for key students. A student with an EHC plan may reach the LA criteria for a personal budget; however, the process varies in different local authorities and should be applied for directly to the local authority by the family.

Specialist Resource Provision (SRP)

The school accommodates provision for students who have speech and language needs. This will include moderate learning difficulties, communication and interaction needs. This provision has a tiered approach, comprising whole school SLCN approaches, targeted interventions for SLCN by school staff and direct therapy from a speech and language therapist for those with highest need.

15. Identification, assessment and review for students with SEND

At Northwood School, there is a graduated response to the identification and assessment of students requiring learning support, and we will draw on the assistance of external agencies where necessary, as outlined in 'The Code of Practice 2014'. In a very small number of cases, despite numerous cycles of intervention the needs are still not being met we may then need to start the statutory assessment process for an Education and Health Care plan.

When a student has an EHC plan, the local authority must review that plan as a minimum every twelve months. Northwood School will cooperate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold the review meetings on its behalf. Further information about EHC plans can be found in the Code of Practice in Chapter 9, Education, Health and Care needs and assessments and plans. Where possible Northwood School will ask a representative from the Borough to attend.

Identification: Primary Liaison for Year 6

Liaison with feeder primary schools during the Summer Term will identify those students currently at SEND Support and with an EHCP.

Identification: Transition in Year 7

Northwood School recognises the challenge and anxieties that transition to secondary school presents to all students, particularly those with special educational needs.

Therefore, the school will:

- Ensure that all staff have information about the child's special educational needs as described in the EHCP as well as any other information provided by the primary school so that they can best meet the student's needs.
- Ensure that early contact is established between the parent and the Form Tutor and Pastoral Team to address any anxieties or concerns which may arise.
- Visit primary schools to meet students and liaise with staff to understand their needs
- Plan for their provision in advance of their entry to school
- Hold events for parents and young people to support their transition to Northwood

Assessment

The assessment of skills and achievements of students will involve the collection of information from a variety of sources which includes:

- Primary School Records.
- Cognitive Ability Tests (CATs).
- KS2 tests.
- Baselines in Core subjects.
- Standardised Reading and Spelling tests.
- Maths tests.
- Teacher observation.
- Teacher feedback
- Parent referral

16. Provision: Graduated Response

Intervention may be short term to help overcome a short-term difficulty or when a student is Student Premium, EAL or have temporary social and emotional concerns. However, some students require support throughout the whole of their school lives.

The Code of Practice Chapter 6.44 outlines a graduated response: Assess – Plan – Do - Review cycle.

Special Educational provision is via three tiers of intervention:

1. **Universal** Quality first teaching and teacher support in mainstream lessons. This is the provision for most students with SEND, supported by whole school strategy and quality teaching.
2. **Targeted** Bespoke intervention for small groups and individuals, including required adjustments and structured programmes outside of the main classroom. These will be reviewed regularly with students graduating when they have made the appropriate levels of progress.
3. **Specialist** It may be necessary to seek specialist advice and regular long-term support from a professional outside the school in order for the best possible learning outcomes for the

young person. This may include educational psychology, speech and language therapy, sensory advisory teachers.

The four descriptors of need - (note: the SEND reform 2026 has proposed an addition of a fifth category, to include neurodevelopmental differences)

Code of Practice Needs	Categories
Communication and interaction	This may be because young people have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, young people with ASD, including Asperger’s Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others (CoP 6.29).
Cognition and learning	Learning difficulties cover a wide variety of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD) usually associated with mobility and communication (CoP 6.30). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia (CoP 6.31).
Social, emotional and mental health difficulties	These can manifest in a wide variety of ways, young people may become withdrawn or isolated, and behaviour may indicate an underlying mental health difficulty such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (CoP 6.32)
Sensory and/or physical	Young people may have vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. (CoP 6.34) Other young people may require additional ongoing support and equipment to access the curriculum. (CoP 6.35)

17. SEND Referral and Recording

Students may be referred to Learning Support by subject teachers, Form Tutors or Head of Year via a referral form.

A list of all students on the SEN register who have an Individual Education Plan (IEP) which identifies their needs and strategies. They are also recorded on the Provision Map. This is a live, working document and will therefore be constantly updated. It is the responsibility of subject teachers to familiarise themselves with this document and ensure that they are aware of the needs of all of the students with SEND that they teach as well as any updates made.

18. Monitoring

The progress of SEND students will be monitored by:

- Summative analysis of value added data on SEND students to help inform planning and practice.
- Use of school based data (attendance, interim reports and full reports) and external data (ASP, Fischer Family Trust and other sources).
- Annual reviews (in the case of EHCP students).
- Graduated response i.e. where students are identified as having learning difficulties.
- Visits from LA personnel, Ofsted inspectors and HMI.
- Using outside agencies where necessary and appropriate.
- Regular book checks by Heads of Department and Heads of Year for indication of differentiation in lesson content.

19. Evaluating Success

The success of the school's SEND Policy and provision is evaluated through:

- The processes of differentiation, articulated in the Equal Opportunities, Teaching and Learning, Curriculum policies, the individual needs of all students will be fully integrated within the curriculum and pastoral structures of the school, to ensure a broad and balanced curriculum offer for all students according to their needs.
- The aspiration both for and of the young people with SEND at Northwood School.
- Monitoring of classroom practice by the SENCO, HODs and SLT.
- Evaluation of observations by the SEND Governor.
- Analysis of student tracking data and test results for individual students
- Interventions for each student are reviewed regularly.
- SEND school self-evaluation.
- Monitoring of the school's Accessibility Plan.
- The School Development Plan, which is used for monitoring provision in the school.
- The SEND Department Development Plan
- Frequent meetings of parents and staff, both formal and informal and acknowledgement and celebration of achievements of goals achieved and targets aimed for.

20. Access Arrangements

Access Arrangements are adjustments made in public examinations for students with a specific need. Access Arrangements are to ensure that students with particular requirements can demonstrate their skills, knowledge and understanding in examinations, for example, by providing large print papers for students with visual impairments. Students may have certain requirements for a number of reasons, including:

- A permanent (long-term) disability or medical condition.
- A temporary (short-term) disability or medical condition.
- An illness, other indisposition or unforeseen incident at the time of the Assessment.

There are numerous Access Arrangements and students may be given one or more of these according to need. The process for granting an access arrangement and the evidence required may vary according to the examination. The criteria for granting Access Arrangements in examinations are rigorous. Access Arrangements are only given to students with verifiable, provable evidence gathered from a variety of sources including:

- A history of need and provision.
- Northwood assessment data.
- Teacher and learning support assistant observations.
- Assessments from a specialist assessment teacher.
- An EHCP.
- A diagnostic report from medics such as a student's hospital consultant, occupational therapist, GP or other registered medical professional.
- A combination of the above; depending on the access arrangement and the reason for a diversity of needs.

21. Staff training

The school is committed to enable staff to continue their professional development in understanding further the wide variety of SEND and to be given strategies to differentiate in class. In addition, the SENCO will keep staff updated about the changes to The Code of Practice. There are training sessions for all new staff and trainee teachers given by the SENCO. External expertise regarding specific SEND is arranged and delivered to staff throughout the year.

A record of all SEND training delivered and subsequent evaluations is kept by the SENCO.

22. Partnership with Parents

Northwood School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'After information gathering has taken place teachers and or the SENCO should arrange an early discussion with parents or carers to establish areas of strength and difficulty. Where it is decided to provide a student with SEND support the parents will be formally notified. Teachers and or the SENCO will have a consultation with the parent and the student concerning adjustments, interventions and support to be put in place, as well as the expected impact on progress and a review date.' (CoP 6.48)

Northwood School will:-

- Respond to parental concerns and information as quickly, responsively and reasonably as possible.
- Inform parents when they are making special educational provision for a student.
- Provide information about the strategies and approaches the school intends to take in order to meet the child's needs.
- Seek feedback from parents on the operation of the school's policy and approaches towards students with SEND.
- Whenever possible, the SENCO will attend the final review of the child's EHC plan in Primary School.
- Follow the guidelines set down by the Local Authority for statutory assessment of an EHC plan which includes the views of the parent and their child.

- Advise parents on available resources and services from the LA as set out by the Local offer.

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 [Children, young people and families - Hillingdon Council](#) and then follow the link to SEND and Disability.

23. Role of Students

Northwood School acknowledges the student's role as a partner in his/her education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Students' views are recorded as part of the Review process and their views are valued and listened to.

24. Complaints Procedure

Initially, all complaints from parents or carers about their child's provision is made to the Special Educational Needs Co-ordinator, who follows this up with the relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined in the school's prospectus may be followed.

25. Links with External Organisations

In regard to The Children and Families Act the local authority has provided a Local Offer which sets out for parents with children with SEND information on what services are available locally, details of which are on the school's website attached to the SEND report.

Northwood School aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by Northwood School include: The Educational Psychology Service

- The School Nurse
- Speech therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Child and Adolescent Mental Health Service
- School Counsellor
- Careers Advisor
- The Education Welfare Officer

26. SEND Policy Review

The Governing Body will regularly undertake a thorough review of both policy and practice.

Next review of the Policy: March 2027
Policy Ratified by the Full Governing Body: March 2026