



Outcomes  
First Group

# Support for Pupils with Education and Health Care Plans (EHCP) – SEND Policy

Hillingdon Manor School



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## **1.0 Introduction**

Hillingdon Manor School is a special school for young people between the ages of 11-19 with Education, Health and Care (EHC) Plans that identify autism spectrum disorder (ASD) as their primary need.

Our school supports the needs of all of our learners and promotes the protection of their rights in accordance with the UNCRC (1992) with a particular focus on:

- best interests of the child – the best interests of the child must be the top priority in all things that affect children (Article 3),
- right to education – every child has the right to an education (Article 28)
- goals of education – education must develop every child’s personality, talents and abilities to the full (Article 29)

Our school aims to:

- Provide a high-quality and appropriate education for learners with special educational needs and disabilities (SEND).
- Set out clear roles and responsibilities for everyone involved in supporting our learners.
- Build a strong sense of community by encouraging pupils to participate actively in school life, work closely with parents, and engage with local further-education providers and the wider community.
- Develop pupils’ social understanding through carefully designed programmes informed by our in-house clinical team, while also promoting awareness and understanding of ASC within the community.
- Support pupils’ wellbeing by helping them recognise their emotions and equipping them with strategies to manage daily challenges.
- Enhance academic progress through a broad, meaningful, and enjoyable curriculum that includes both academic and vocational pathways.
- Promote independence by offering choice and encouraging pupils to develop the skills they need to contribute positively to their community.

We believe every learner is entitled to a broad and balanced academic and social curriculum that is accessible to all and fully inclusive of every aspect of school life. We value all learners equally and work to eliminate prejudice and discrimination, creating an environment where every pupil can feel safe, flourish, and succeed.

## **2.0 Policy Scope**

This policy is based on the Department for Education’s (DfE) statutory SEND guidance, Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for learners with SEN and disabilities,
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### 3.0 Definitions

A learner has **SEND** if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have a significantly greater difficulty in learning than most others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Hillingdon Manor provides an appropriate, ambitious, and high-quality education for children and young people with special educational needs. We believe every pupil is entitled to a broad and balanced academic and social curriculum that is accessible and fully inclusive of all aspects of school life. We value all pupils equally and work to eliminate prejudice and discrimination, creating an environment where every learner can feel safe and thrive.

### 4.0 Roles and Responsibilities

The Headteacher at Hillingdon Manor School Secondary is Grace Mullally who can be contacted at [grace.mullally@hmschool.org.uk](mailto:grace.mullally@hmschool.org.uk)

The Clinical Locality Lead is Clare Knowler who can be contacted at [clare.knowler@ofgl.co.uk](mailto:clare.knowler@ofgl.co.uk)

The Assistant Headteacher with SENDCO responsibility is Laura Nichol who can be contacted at [laura.nichol@hmschool.org.uk](mailto:laura.nichol@hmschool.org.uk)

EHCP and Transition Co-Ordinator is Mitzi Smith who can be contacted at [mitzi.smith@hmschool.org.uk](mailto:mitzi.smith@hmschool.org.uk)

They will:

- work with the headteacher and Regional Director of Education to determine the strategic development of the SEN policy and provision in the school
- have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners receive appropriate support and high-quality teaching
- advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- be the point of contact for external agencies, especially the local authority and its support services •
- liaise with potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned
- work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all learners with SEN up to date

The governing body will:

- help to raise awareness of SEN issues at governing board meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The class community (teachers, TAs) will:

- be responsible for the progress and development of every learner in their class
- work closely with any learning support assistants or specialist therapy staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- work with the Headteacher and Clinical Lead to review each learner's progress and development and decide on any changes to provision
- ensure they follow this SEN policy

This list is not intended to be exhaustive.

## **5.0 The provision**

Although Hillingdon Manor identifies as specialist school for autistic students, we recognise that there are often co-occurrences with other learning needs. Therefore, our school currently provides additional and/or different provision for a range of needs, including communication and interaction, cognition and learning, social, emotional and mental needs as well as sensory and/or physical needs. The range of support deployed/developed is tailored to the individual young person and is designed to promote children working towards becoming independent and resilient learners, which is underpinned by their EHCP outcomes.

All children at Hillingdon Manor are provided with quality first teaching to *Aspire, Achieve and Thrive*. All staff work hard to help students with a special educational need and disability (SEND) to become successful learners with high aspirations. Support is coordinated by the SENDco to ensure additional provisions make connections to current learning and target specific gaps without narrowing their curriculum in order for progress to be made. Hillingdon Manor and their families are at the heart of the provision, offered at Hillingdon Manor, which is underpinned by pupils EHCP outcomes.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers, SENCOs (Special Educational Needs Coordinators) and parents will plan support and teaching strategies. High quality teaching will be personalised for individual pupils, alongside our universal offer.

Teachers are here to help all pupils but there are things they will do to help pupils with an EHCP and include:

- Discussing a child's views and targets with them so they are involved in the decisions made
- Talking to the parents/carers to make sure the help in place is suitable
- Setting challenging targets for pupils to help them achieve their best
- Seeking advice and support from external agencies as and when needed which include the in-house clinical team and offer

**Policy owner:** Headteacher

**Last review date:** March 2026

**Next review date:** March 2027

At Hillingdon Manor we regularly and carefully review the quality of teaching for pupils with an EHCP with termly progress review meetings are conducted as well as a yearly annual review.

The school will liaise with all parties involved to support transitions to the school or to another educational setting. We will observe the following principles:

- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- Transition and induction will be individualised to each pupil.

As required, pupils will have access to differentiated curricula to ensure provision can be fully met. The school offers 3 pathways that are determined by pupils' profiles, learning patterns and desired end outcomes (*concrete* – working towards formal accreditation and continuing education post HMS; *immersive* – experiential learning with great focus on EHCP outcomes and independence; and *flexible* a mixture of both approaches). The adaptability of the curriculum will be exercised through:

- Adaptation by task
- Adaptation by outcome
- Adaptation by support given
- Adaptation by resource

## **5.1 Assessing and reviewing pupils' progress**

Pupils will be assessed through ongoing reviews and assessments through the use of EFL. A baseline assessment is conducted each term by using EFL. This assessment enables measurement of progress linked to the pupils EHCP outcomes. The therapy team will also assess all new students from their EHCP and identify SALT and OT needs or assessments.

The SENDCo will:

- Ensure regular meetings are held with teaching staff to discuss additional needs, concerns and to review Individual Learning plans.
- Be alerted to newly arising concerns through Pupil Internal Referrals by the class teachers or therapists.
- Discuss issues arising from these concerns with the class teacher in line with the Pupil Internal Referral process.
- Where necessary, hold reviews more frequently than once a year for some pupils.
- Use targets arising from Individual learning plans to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- Together with the Strategic Leadership Team monitor the quality and effectiveness of provision for pupils through classroom observation, learning walks and book scrutiny.
- Ensure teaching is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by Higher Level Teaching Assistants (HLTAs) or Teaching Assistants (TA's) throughout the school.

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **6.0 Adaptations to the curriculum and learning environment**

Hillingdon Manor is a two-site school; the main school is built on one level with the second site The Courtyard over two floors with stairs from ground floor to first floor. Classrooms are accessed by corridors; most ground floor classrooms can be modified for wheelchair access, with some of the extra classrooms being fitted with a ramp.

There are clearly identified male, female and accessible toilets for pupils and adults. We have made sure that there are good lighting and safety arrangements for all. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, curtains, and quiet areas).

Reserved parking for prebooked visitors and disabled visitors has been made at the front of the school. We will incorporate all other issues into our repairs and maintenance programme.

Pupils requiring equipment due to impairment will be provided with equipment recommended from the SEN and will be continually assessed in order to gain any extra support that they require.

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum either immersive, flexible or concrete. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of pupils and will encourage peer working and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.



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