

# Grand Union Village School Statement of Provision and SEN Information Report 2025-26

|                          |                                             |
|--------------------------|---------------------------------------------|
| <b>Category:</b>         | Location-specific policy                    |
| <b>Authorised By:</b>    | Regional Director under delegated authority |
| <b>Signed By:</b>        | Andrew Sanders, <i>Regional Director</i>    |
| <b>Author:</b>           | Melissa Barrowcliffe, <i>Head of School</i> |
| <b>Version:</b>          | 1                                           |
| <b>Status:</b>           | Ratified                                    |
| <b>Issue Date:</b>       | September 2025                              |
| <b>Next Review Date:</b> | September 2026                              |

## **Version Control**

| <b><u>Ver.</u></b> | <b><u>Date</u></b> | <b><u>Comment</u></b>              |
|--------------------|--------------------|------------------------------------|
| 1                  | September 2025     | First statement for the new school |
|                    |                    |                                    |

This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

## Contents

|                                       |   |
|---------------------------------------|---|
| 1. Introductory statement.....        | 4 |
| 2. Admissions to the School .....     | 4 |
| 3. Appeal arrangements.....           | 5 |
| 4. Funding of places.....             | 5 |
| Appendix: SEN Information Report..... | 6 |

## 1. Introductory statement

Grand Union Village School is part of the Eden Academy Trust, a multi-academy trust of special schools. At the Eden Academy Trust, we specialise in meeting the educational needs of children and young adults with a range of learning disabilities including those who are autistic and those who have physical or sensory needs.

[Home - The Eden Academy Trust](#).

## 2. Admissions to the School

Grand Union Village School is a primary school providing 80 places for children of both sexes in the age range 4 - 11 who have severe or profound learning disabilities which may include autism.

For a child to be admitted, the school must be named, by a Local Authority (LA), in the child's Education Health and Care Plan (EHCP).

Parents wishing their children to benefit from our provision should request their LA to name our school in their child's EHCP.

A LA can also refer a child to the school<sup>1</sup> to be assessed for an EHCP plan or following a change in the child's circumstances for his or her needs to be assessed or reassessed. Any assessment should be completed within the 20 weeks set out in the [SEND Code of Practice](#). Children being assessed for an EHCP will be dual registered and return, full time, to their mainstream school if the LA decides not to issue an EHCP.

For further information on our school, and the process for obtaining a place here contact Grand Union Village Admin team on 01895 676401 /

[welcome@grandunionvillageschool.co.uk](mailto:welcome@grandunionvillageschool.co.uk) or Hillingdon Local Authority SEND Team. [SEND local offer - Hillingdon Council](#)

Other school policies and further information can be found via these links:

- School website: [grandunionvillageschool.co.uk](http://grandunionvillageschool.co.uk)
- Trust website: [theedenacademy.co.uk](http://theedenacademy.co.uk)
- [Single equality policy](#)
- [Curriculum - Grand Union Village School](#)
- [Complaints policy and procedure](#)
- [Safeguarding & child protection policy](#)

---

<sup>1</sup> To refer a child in this way requires the agreement of the school's home local authority (if the school is in another local authority area), the school and the child's parents, or the student when he or she is a post 16 student.

### **3. Appeal arrangements**

The SEND Code of Practice entitles parents to appeal to the SEN and Disability Tribunal if their referring LA refuses to name their school of choice in the EHCP or the named school refuses to offer a place.

Grand Union Village School, as part of The Eden Academy Multi Academy Trust, will always ensure that parents and the commissioning LA are kept informed when the school is considering refusing an admission. The school will be clear with both parents and the LA about the reasons underpinning a potential refusal which, by law, must relate directly to the suitability of the placement for the age, ability, aptitude or SEN of the child or young person, or to concerns that the placement would be incompatible with the efficient education of others, or the efficient use of resources

Where a parent is unhappy that the school is considering refusing admission, the school, Trust and LA will consider any reasonable steps that could be taken to address identified concerns before a final decision is made. Parents must be informed that if they wish to appeal, the grounds for an appeal must be set out in writing.

### **4. Funding of places**

Local Authorities commission and fund places for pupils at the school based upon identified needs established through a Multi-Agency Statutory Assessment that are costed and recorded in an EHCP.

The Education and Skills Funding Agency provide some core funding for an agreed number of planned places, but it is commissioning Local Authorities that are responsible for ensuring that funding is appropriately matched to needs identified in EHCPs.

## Appendix: SEN Information Report

### Introduction to the School

Grand Union Village School is a special school in Northolt, Hillingdon. All pupils have a degree of special educational needs and as such have an Education Health Care Plan (EHCP).

From January 2026 to August 2026, the school has pupils on two sites:

- Ballinger Way in Northolt (80 places)
- Pinkwell Satellite in Hayes (16 places)

All classroom-based staff have relevant, appropriate qualifications. All have specialist training in a range of SEND. A wide range of professionals' support pupils' education and well-being at school. By promoting the highest standards of teaching and learning whilst working with the families of our children and young people, we ensure that the child is at the core of all we do.

|                           |                      |           |                                                                                                  |
|---------------------------|----------------------|-----------|--------------------------------------------------------------------------------------------------|
| Head of School            | Melissa Barrowcliffe | Address   | Ballinger Way, Hayes, Northolt, UB5 6GG                                                          |
|                           |                      | Website   | <a href="http://grandunionvillageschool.co.uk">grandunionvillageschool.co.uk</a>                 |
| Executive Head            | Andrew Sanders       | Email     | <a href="mailto:welcome@grandunionvillageschool.co.uk">welcome@grandunionvillageschool.co.uk</a> |
| Eden Academy Trust<br>CEO | Susan Douglas CBE    | Telephone | 01895 676 401                                                                                    |

## What is the purpose of this SEN Information Report?

The SEN Information Report has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents/carers, and service providers in its development and review

This report reflects the statutory duties of all educational settings to report on policy and provision for pupils with SEN set out in the Children and Families Act 2014 and in the [Special Educational Needs and Disability Code of Practice 2015](#).

This report also reflects the duties set out in the [Equality Act 2010 for meeting the needs of pupils with disabilities](#).

### How does a child get a place at the school?

All pupils will have an Education Health Care Plan (EHCP) in place prior to admission. Applications are made through the EHCP review process, and dependant on the schools' ability to meet the individual child's needs.

Parents are welcome to contact their local authority if they wish to seek a place for their child.

The Head of School invites parents, if they have not already done so, to make a visit to decide whether the school provides a suitable placement. The child will also be invited to the school or assessed within their current school or at home by a Senior Leadership Team member.

### What type of placement is available at the school?

All placements are full-time.

Children join the school throughout the school year, if a place has been agreed and there are spaces available. Most children attend once the EHC plan has been finalised and agreed and the school has been named on the EHC plan.

If there is a pressing need, i.e. if a child is new to the borough, is not in any kind of provision, or if it has not been possible to determine the setting that would best suit the child, it is possible to arrange an assessment place at the school. This does not automatically guarantee a place at the school once the assessment period is over.

**How much support will my child receive?**

All pupils are placed into learning hubs. These are a secure base for teacher directed sessions and social group work.

Learning hubs are organised into key stages. A learning hub will include approximately 20 pupils with 2 teachers, a Higher-Level Teaching Assistant (TA4) and Teaching Assistants (TAs) to ensure a high staff to pupil ratio.

All staff working with our pupils are highly trained in a wide range of strategies and approaches. There is a strong, team working approach across the school which includes teachers, senior leaders and supporting staff; including a Family Services Co-ordinator, therapists and health professionals.

**How accessible is the school?**

Grand Union Village School is on one level, fully wheelchair accessible and designed specifically to meet the needs of the pupils. There are ceiling hoists in many rooms, fully accessible bathrooms/hygiene rooms and handrails throughout the school. There is a range of adapted equipment to support all areas of the curriculum. We use specialised minibuses which have wheelchair lifts for travel to and from regular activities and for trips.

Each learning hubs are all well-equipped and has dedicated spaces for learning as well as a flexible activity space, which is also used for snack and lunchtime. Within each learning hub, there are small group rooms and quiet spaces. Each learning hub has immediate access to outside play space.

Pinkwell Satellite is on one level, and pupils have access to outdoor spaces from their classrooms.

Both sites have spaces for 1:1, paired and small group work to support regulation and engagement in learning. Both sites are safe and secure with a fobbed access system. Each site has a secure entrance system ensures that all pupils are safe at all times with suitable fencing.

**What resources are available at the school?**

All learning and community spaces are well-structured, nurturing and engaging to promote learning throughout the day and meet the differing needs of pupils across the key stages.

Grand Union Village School provides:

- Sensory Regulation areas
- Hydrotherapy pool for warm water-based learning sessions
- Courtyards with appropriate equipment

- Main playground with safety surfacing, range of play equipment (including an accessible swing) and spaces for bikes/trikes.
- Designated outdoor provision for pupils in the Early Years
- Rebound therapy trampoline
- Quiet rooms for focused work, including therapy provision
- Dedicated therapy spaces e.g. sensory gym, creative & music therapy, speech and language, physiotherapy and physical development
- I-Lab (immersive sensory room)
- Specialist food technology room
- Library/Themed Space
- Minibuses for educational visits and developing independence within the community

Pinkwell Satellite provides:

- Sensory Regulation areas
- Playground with a range of play equipment and space for bikes/trikes
- Designated outdoor provision for pupils in the Early Years
- Quiet rooms for focused work, including therapy provision
- Sensory room
- Minibuses for educational visits and developing independence within the community

### **How do children travel to the school?**

Most of our pupils are eligible for free home to school transport, which is provided by their Local Authority.

Pupils may travel on a minibus or a taxi with other children from their locality. In addition to a driver, an escort is employed, to support the children throughout their journey.

Pupils that live nearer to the school are often brought to school by a parent.

For Hillingdon pupils, further details regarding home to school transport, including eligibility, can be obtained from the School Transport Department on 01895 250 008.

[School transport for children and young people with SEND - Hillingdon Council](#)

Telephone and contact details for other local authorities will be available on their websites.

The decision about eligibility for home to school transport is made by the pupil's local authority, not be the school. Similarly, transport arrangements themselves (e.g. mode of transport, pick up/drop off arrangements and times) are made by the local authority, not the school.

**What specialist services are available at the school?**

A wide number of professionals work in school supporting our pupils' health, wellbeing and education. These include:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- School Nurse
- Health Care Assistant
- Specialist Teachers e.g. Teacher of the Deaf (ToD), Qualified Teacher of Visually Impaired (QTVI)
- Music Therapist
- Arts therapist
- Educational Psychologist

Grand Union Village School also receives support from Local Authority Sensory Services; Social Care teams; Community Nursing Team; CAMHS and Clinics e.g. Seeability, Wheelchair Services.

Visiting instructors may include those with a sporting specialism.

**What will my child learn at the school?**

Our curriculum at Grand Union Village School and Pinkwell Satellite provides child-led, motivating and relevant learning opportunities through a play-based approach. It is designed to help our learners thrive today and build happier, healthier futures.

- Communication- Pupils have a choice and a voice throughout the school day. Pupils learn to communicate using methods appropriate to their stage of development developing ownership of their own learning.
- Independence- Pupils are sensitively supported by highly skilled adults to actively participate in our school & wider community, at home and in their later lives. Pupils learn to anticipate, predict and participate in routines and healthy habits that enable them to develop independence.
- Active learning- Pupils learn through doing within real-life, motivating and engaging environments. In this play-based approach, pupils learn through exploring, discovering and investigating whilst developing social interaction skills. Staff are skilled at facilitating learning and modelling play approaches meeting each pupil 'where they are at' and enabling each pupil to experience a sense of achievement and sustain learning.

To meet all our pupil's needs, our curriculum is organised into three pathways: Experience, Explore and Engage. Each pathway has differing provision in terms of teaching and learning approaches and environments with pupils working towards our pathway milestones.

Our three-year thematic cycle ensures a breadth and balance of learning within each pathway.

Specialist approaches used to support pupils' learning includes:

- Sensory regulation programmes
- Therapy programmes
- Social Skills programmes, including Relationships, Sex & Health Education (RSHE) as appropriate for the needs of pupils
- Life Skills training
- Visual timetables
- Total communication approach including signing, objects of reference, photos and symbols
- PECS (Picture Exchange Communication System)
- AAC (Alternative Augmented Communication approaches)
- Individual, paired and small group learning

- Intensive Interaction
- TEACHH strategies

**How will I know what progress my child is making at the school?**

Grand Union Village School and Pinkwell Satellite use a 'toolkit' of assessment approaches based on the developmental needs of the pupils. Each 'tool' captures evidence of progress.

- EHCP outcomes- every child has an annual review meeting where EHCP outcomes and provision is reviewed and amended where necessary (Pupils in Reception have two review meetings).
- Personal Learning Plans- every child has Personal Learning Targets linked to aspects of provision and long-term EHCP outcomes
- Engagement Profiles
- Cherry Garden Framework- developmental baseline for pupils working below the National Curriculum
- Learner Progress Meetings

Both sites use a secure online learning platform to evidence engagement and learning. Parents can view and comment on progress as well as share learning from home.

Parent's meetings are held during the year with annual reports published at the end of the school year.

**How we evaluate the effectiveness of SEN provision?**

At each pupil's Annual Review Meeting the educational outcomes on their EHCP are discussed and updated if needed. During this review, teachers share with parents the new set of targets that their child will be working towards in the following months. Progress against both statutory and non-statutory assessments are provided within the annual review paperwork each year.

We continuously ensure the provision we offer has a positive impact on the outcomes for all pupils. As a school, we have effective quality assurance procedures in place to ensure outstanding provision. This includes:

- Robust evaluation of intent, planning, policy and practice
- Work scrutiny

- Monitoring by the Senior Leadership Team and Trust
- Learning Walks
- Appraisal Procedures for all staff

#### **Children Looked After with SEN**

The designated teacher for Looked After Children is a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

The LAC Teacher promotes the educational achievement of every looked-after and previously looked-after child on the school's roll. This involves, working with Virtual School Heads to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.

#### **How will my child's health and well-being be supported?**

Every pupil's emotional well-being is paramount to us, and we take great care to ensure that all our pupils have positive learning experiences throughout their time with us.

Considerable emphasis is put on the teaching of personal, social and health education and pupils are given many and varied opportunities to enjoy a range of Spiritual, Moral, Social and Cultural experiences during their time at school. We share our Social and Emotional Learning policy annually. In school, we always use a positive and pro-active approach. Positive behaviour plans are shared with parents regularly to ensure a consistent approach both at home and at school. Pupils may be referred to Dramatherapy to support with developing social interaction and communication skills, self-esteem, emotional expression and emotional regulation.

Regular meetings with professionals are held at school - educational psychologists, school-based therapists and the school nurse, to discuss any children about whom we have concerns. Regular liaison with wider professionals e.g. social care and health professionals to ensure the best outcomes for children. Our school nurse is a regular visitor to pupil's homes and will offer a huge amount of practical advice on issues such as toileting, diet and sleep.

Our Family Services Coordinator regularly visits pupils' homes to offer practical advice on behaviour strategies, and connect families with social services, CAMHS and other support groups; as well as offering parenting courses, a resource centre and after school and holiday clubs.

All pupils have access to a School Nurse, and Health Care Assistant to support with medical needs. Where appropriate, Health Care plans are reviewed and updated regularly.

**What training do staff at the school have?**

All teachers are fully qualified or are undertaking a recognised teaching qualification course. Some teachers have additional qualifications specific to the education of children with special educational needs

All staff have undertaken safeguarding training which is regularly updated. This is a requirement when staff first start at the school. All staff have an enhanced DBS check.

All staff have continuous training in a wide range of curriculum and non-curriculum areas; this includes Educational Visits, water-based activities and Rebound therapy.

High priority is placed on safeguarding, paediatric first aid and child-specific medical training, understanding communication strategies, manual handling, sensory regulation as well as teaching and learning approaches.

Most of the staff are Team Teach trained. Team Teach is a holistic approach to behaviour management. We have trainers in school who regularly train new staff and offers refresher courses to existing staff.

Staff training is updated regularly, and some experienced members of staff qualify as trainers in key areas e.g. Team Teach and manual handling. This ensures that training is up to date and tailored to the needs within school. We also work with external specialists where needed to develop good practice.

**How does the school support families?**

Grand Union Village School and Pinkwell Satellite have dedicated Family Services Co-ordinators who are supported by the Trust's Family Services Lead. There is a wide range of support for families including:

- regular coffee mornings for parents with workshops and talks on a range of topics

- After School Club, Saturday Club and Holiday Club offer provided by the Family Services team
- opportunities to meet with the therapists
- excellent home school liaison using link books and follow up telephone conversations with teachers
- termly more formal consultations with teaching staff
- Sibling Group course
- support from the Family Services Team with issues around direct payments, DLA allowance etc.
- an active PTA
- social and fund-raising events throughout the year

**What links does the school have with the local community?**

Both sites work with their local community to ensure positive relationships. Grand Union Village School and Pinkwell Satellite have access to a range of community facilities such as swimming pools, leisure centres, library and makes regular visits to local parks, shops and cafes. Pupils access the local community to support the curriculum and promote skills for lifelong learning and developing independence.

Links with the local community, including schools and community groups, will be established as the school opens.

The school's Local Advisory Board (LAB) recruit for local community representation.

**What careers advice will pupils receive?**

We are committed to preparing all learners for life and adulthood. This is achieved through our 'Personal Development' offer. Personal Development is embedded throughout the curriculum, focusing on high quality educational opportunities which are functional and enriching.

**What activities are available to children outside of the school day?**

As part of the school's Family Services offer, there are after school clubs, Saturday club and holiday clubs (Easter & Summer) available to pupils outside of the school day.

There are limited spaces on all clubs.

**How will the school support my child at times of change?**

Times of change and transitions are planned for and supported by all professionals working with each child. There is a large emphasis on clear communication, visual cueing systems, countdowns and schedules, information sharing and, above all, time for the child to understand, accept and possibly anticipate what is about to happen.

Children moving Learning Hubs at the end of the school year are thoroughly prepared for the change, and there is an opportunity for them to spend some time in the new class before the new term. Children starting at the school are often given a staggered start or reduced hours initially, if appropriate.

Pupils starting school will be visited either at home or in their setting. Detailed handover meetings will take place along with an opportunity to visit the school, usually in a Stay and Play session.

Parents are encouraged to visit secondary settings in Year 5. We work closely with secondary schools to ensure a smooth transition and support pupils visiting their new school. We liaise with secondary placements in the summer term before transfer.

Within the Trust we have strong links between the schools. If it is felt that a child will benefit from a move to another school within the Trust, this will need to be negotiated with clarity, integrity, and transparency. All parties i.e. Local Authority, parents, child, receiving school, need to be willing for the transition to take place and it needs to be clear that the child's best interests will be served by the move.

**What might my child do when they leave school?**

Secondary transition is discussed at a child's Year 5 Annual Review. Parental attendance at this meeting is vital. This review is attended by a SEND Officer from the local authority, and the process is explained, together with dates by which any preferences need to be declared. Parents are encouraged to start looking at possible schools as soon as possible; especially if they are considering specialist provision other than an SLD school.

**Who was consulted about this Policy and SEN Information Report?**

The document has been consulted upon with Trustees, the Local Advisory Board, staff and representatives from the local community.

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What can a parent do if they feel that offer is not being delivered or if their child's needs are not being met?</b> | <p>Please contact the Head of School at Grand Union Village School if your child attends the Ballinger Way site. If your child attends Pinkwell Satellite, please contact the Head of Satellite.</p> <p>If you still have concerns you should follow the Trust's complaints procedure which is available from the school.</p>                                                                                                                                 |
| <b>How will this policy and SEN information report be reviewed?</b>                                                     | <p>The document will be formally reviewed and updated annually each July to ensure it is relevant for the following school year.</p>                                                                                                                                                                                                                                                                                                                          |
| <b>Who can I contact for further information about the school?</b>                                                      | <p>If you require any further information for Grand Union Village School, please do not hesitate to contact the school office on 01895 676 401 or email <a href="mailto:welcome@grandunionvillageschool.co.uk">welcome@grandunionvillageschool.co.uk</a></p> <p>To contact Eden Pinkwell Satellite, please call the office on 01895 463202 or email <a href="mailto:pinkwell.satellite@theedenacademy.co.uk">pinkwell.satellite@theedenacademy.co.uk</a>.</p> |