



Special educational needs (SEN) information report

Prepared by: Deputy Headteacher Jan 2025

Discussed with: Strategy team Jan 2025

Shared with Staff: Feb 2025

Approved by: FGB Mar 2025

Next review due by: January 2026

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Speech, Language and Communication Needs
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Emotional and behavioural difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment
	Sensory processing differences

Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Nicola Kirby.

She has five years' experience in this role and has previously worked as a mainstream class teacher and a teacher in our Centre for children with SCD (Social Communication Difficulties).

She manages SEN provision including Centre Provision in a full time role.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Individual teachers may also have additional specialist training in a range of areas including speech and language work and Treatment & Education of Autistic and Related Communication Handicapped Children (TEACCH). We use specialist staff with training and experience in working with children with SEN and specifically ASD in the Centre.

Teaching assistants (TAs)

We have a team of eight TAs, who are trained to deliver SEN provision.

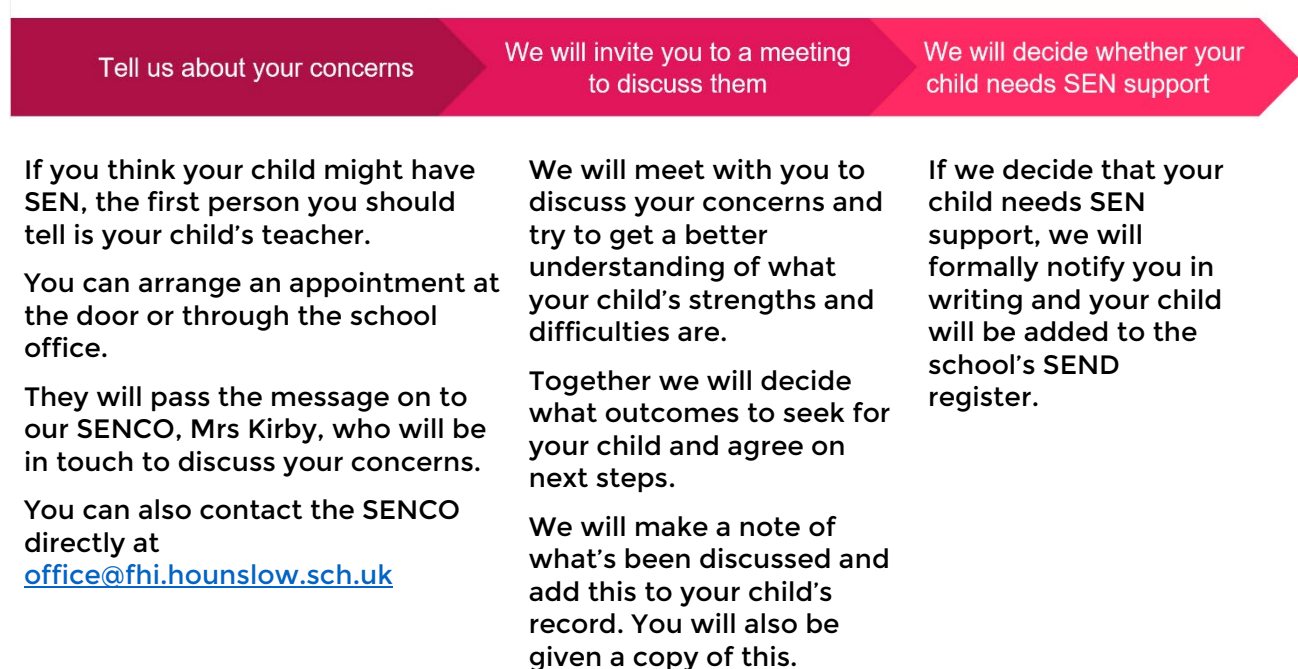
We have teaching assistants who are trained to deliver interventions such as attention autism and colourful semantics. In the last academic year, TAs have been trained in supporting children with speech and language needs, using visuals.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- School Absence Support Services
- Social services and other LA-provided support services

What should I do if I think my child has SEN?



How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include phonics, reading, writing, number work, constantly falling out with friendship groups.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil targeted support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

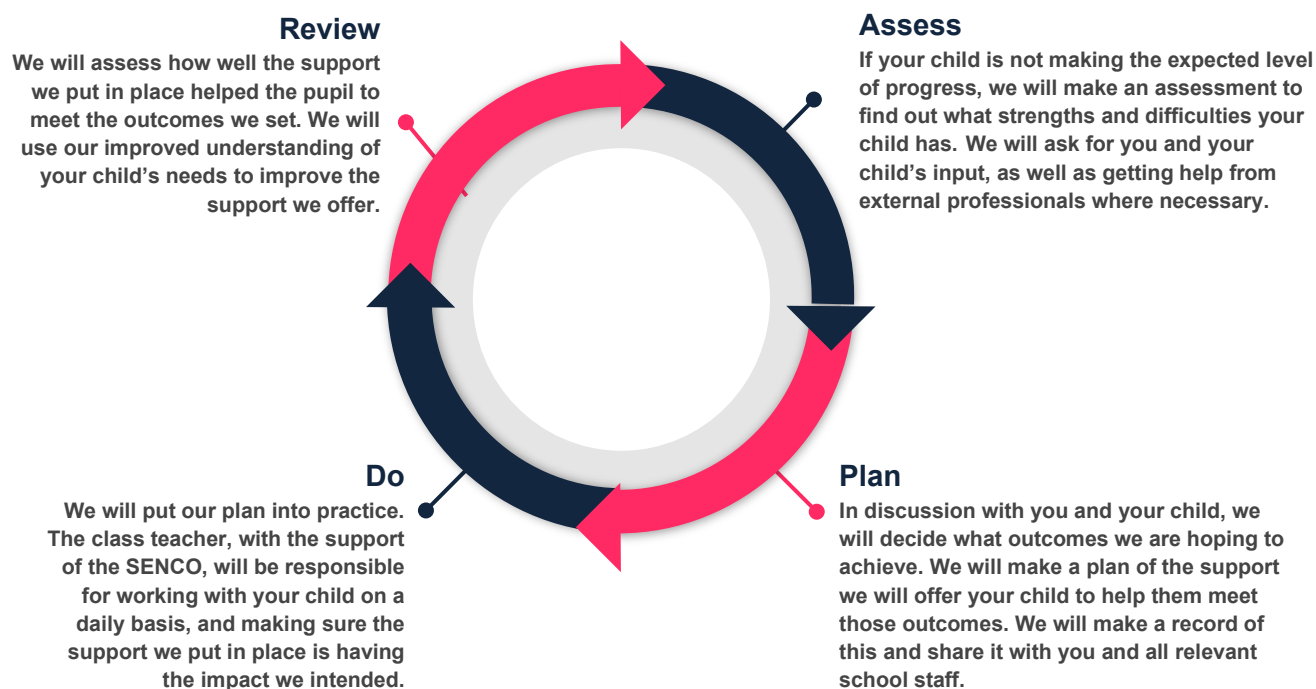
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher either at the door at the end of the day or through the school office.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.

How will the school adapt its teaching for my child?

Our Accessibility Plan is on our school website.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best.

There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Providing access to quiet spaces with reduced distractions.
- Providing work stations with visually structured (TEACCH) learning activities.
- Teaching assistants will support pupils on a 1-to-1 basis when there is a significant level of need and the Local Authority have provided additional funding to the school.
- Teaching assistants will support pupils in small groups throughout the day in all year groups.

We may also provide the following approaches or interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism	Visual timetables Social stories Attention Autism - Bucket time TEACCH Intensive Interaction Sensory room/sensory breaks Occupational therapy
	Speech, language and communication needs (SLCN)	Speech and language therapy Language Groups - Leeds Toolkit Colourful Semantics
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Little Wandle phonics groups White Rose catch up groups Reading catch-up groups
	Moderate learning difficulties	

Social, emotional and mental health	ADHD, ADD	Quiet workstation Lunchtime Nurture groups Visual timetables Movement breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups Drawing and Talking Play therapy
Sensory and/or physical	Hearing impairment	Specific seating positions
	Visual impairment	Increased font size
	Multi-sensory impairment	Sensory Room
	Physical impairment	Fine motor control practise Writing slope Occupational therapy

These interventions are part of our contribution to London Borough of Hounslow's local offer.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term.
- Reviewing the impact of interventions after 12 weeks.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan).

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities.
- More teaching assistant hours.
- Further training for our staff.
- External specialist expertise.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day, school plays, special workshops, visiting performers and engage days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

If necessary, additional adults are arranged to support children with special educational needs or a disability. This information is recorded on the risk assessments that are prepared for all trips.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All pupils whose Education Health and Care (EHC) Plans name the school will be admitted before any other places are allocated in conjunction with Hounslow Admissions and SEN Section admission policies.

How does the school support pupils with disabilities?

Facilities we provide to help disabled pupils access our school are outlined in school's accessibility plan which can be found in the 'Policies' section of the school website. The accessibility plan covers:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.
- Improving the availability of accessible information to disabled pupils.

How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships.
- Pupils attending the school's SCD Centre will participate in 'inclusion' in mainstream classes when appropriate to their individual needs.
- We provide extra pastoral support for listening to the views of pupils with SEN by providing a higher than typical level of staffing so that staff are able to build trusting relationships with pupils with additional needs.
- We run a nurture club for pupils who need extra support with social or emotional development at lunchtimes.

We have a 'zero tolerance' approach to bullying. Our Behaviour including Anti-bullying Policy clearly states how incidences of bullying are dealt with.

What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Schedule visits and lessons with the incoming teacher towards the end of the summer term.
- Arrange transition meetings with the new teacher so there is as much consistency as possible.

Between schools

When your child is moving on from our school, we will ask you what information you want us to share with the new setting.

Between phases

The SENCO of the junior schools will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Visiting the new school more regularly in the summer term.
- Plugging any gaps in knowledge.
- Attending playtimes (Oak Hill Academy).
- Attending transfer days/visits.

What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher

Our designated teacher is Felicity Sinclair office@fhi.hounslow.sch.uk

Felicity Sinclair will work with Nicola Kirby, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND.

However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area, SEN@globalmediation.co.uk You can request mediation by contacting a Mediation Adviser on 0800 064 4488 or email sen@globalmediation.co.uk.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the London borough of Hounslow's local offer. The London Borough of Hounslow publishes information about the local offer on their website:

https://fsd.hounslow.gov.uk/SynergyWeb/local_offer/

The Local Offer for Surrey residents

<https://www.surreylocaloffer.org.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://fsd.hounslow.gov.uk/SynergyWeb/local_offer/SEND_information_advice_and_support.aspx

Local charities that offer information and support to families of children with SEND are:

Hounslow Parent Carers Forum <https://hounslowpcf.co.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages