

SEND Information Report

April 2026

Prepared by: Acting Headteacher
Last Reviewed: April 2026
Approved by: Curriculum Committee, May 2026
To be reviewed and updated: April 2027

This report explains how we put our SEND policy into practice at Feltham Hill Infant and Nursery School.

For more detail about our SEND arrangements, please read our full SEND policy, which is available on our website.

Unfamiliar terms? You'll find a glossary at the end of this report explaining any specialist terminology we've used.

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 six 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 and Headteacher to meet the needs of pupils who have SEN.

Individual teachers have specialist training in areas including:

- Speech and language support
- **Structured teaching approaches for autism** (including TEACCH – Treatment and Education of Autistic and related Communication-handicapped Children)

These structured teaching approaches use visual supports, structured environments and clear routines to help pupils with autism understand what's expected and reduce anxiety.

We also employ specialist staff with specific training and experience in working with children with SEN, particularly autism spectrum disorder (ASD), in our Centre.

Teaching assistants (TAs)

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

Specialist training and interventions

Our TAs have received training in a range of evidence-based interventions, including:

- **Attention Autism** – helping children develop attention and communication skills through highly engaging shared activities
- **Colourful Semantics** – supporting children to understand and build sentences using a colour-coded system

Recent professional development

In the last academic year, our TAs have received additional training in:

- **Supporting children with speech, language needs** – using targeted strategies to develop communication skills
- **Using visual supports** – creating and implementing visual aids to support routines, understanding, communication and to reduce anxiety

Working together for consistency

Our TAs work closely with class teachers to ensure that intervention strategies are reinforced in the classroom, helping children to generalise their learning across different contexts.

This training ensures our TAs can provide high-quality, targeted support that meets the specific needs of our pupils.

External agencies and experts

We recognise that some pupils need additional expertise beyond what we can provide in school. When necessary, we work closely with external support services to meet the needs of our pupils with SEN and to support their families.

Our external partners include:

Health services:

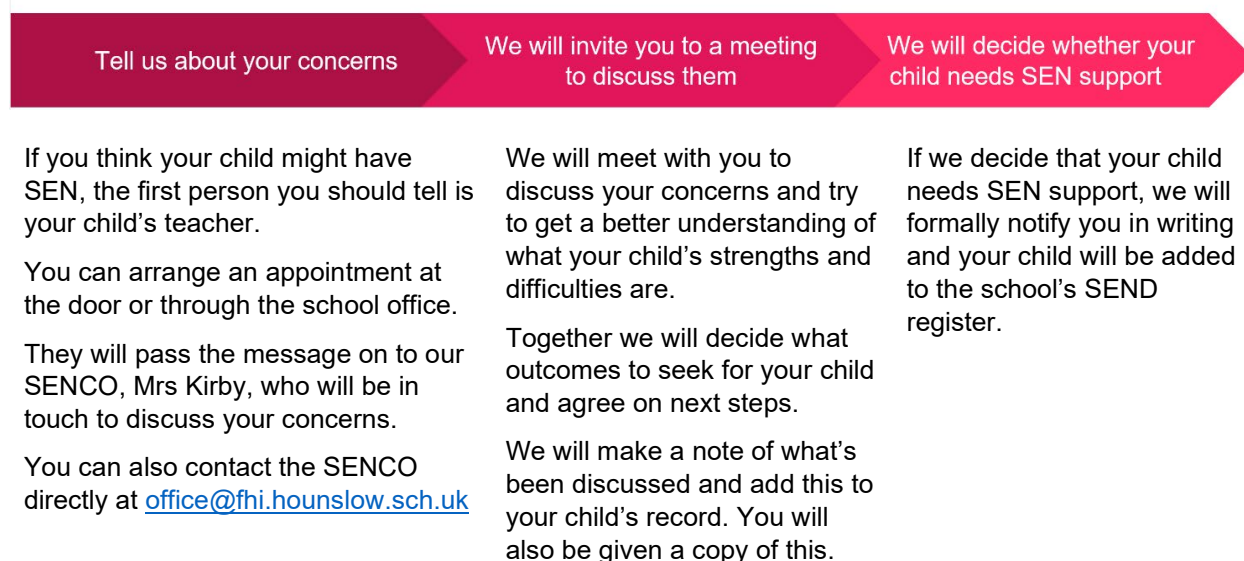
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- GPs and paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

Educational and social care services:

- Educational psychologists
- Behaviour support consultant
- Learning support consultant
- School Absence Support Services
- Social services and other local authority support services

We maintain strong relationships with these professionals to ensure our pupils receive coordinated, timely support that addresses their individual needs.

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



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

We monitor all pupils carefully

All our class teachers are trained to recognise SEN and carefully monitor every pupil's progress. We look at how children are progressing in their learning and development, including:

- Phonics and early reading skills
- Writing
- Number work and mathematical understanding
- Social skills and friendships
- Behaviour and emotional wellbeing

Our step-by-step approach

Step 1: Identifying concerns

If a teacher notices that a pupil is making less than expected progress given their age and individual circumstances, they will first respond with high-quality differentiated teaching to see if targeted classroom support helps close any gaps in learning.

Step 2: Initial assessment

If your child continues to struggle despite this additional classroom support, the teacher will:

- Speak to our SENCo to discuss their concerns
- Contact you to share observations and discuss the possibility that your child may have SEN
- Talk to your child to understand their perspective

Step 3: Detailed assessment by the SENCo

Our SENCo will then carry out a thorough assessment, which includes:

- **Observing your child** in the classroom and playground to understand their strengths and difficulties
- **Reviewing progress data** to compare your child's development with their peers and national expectations
- **Gathering views** from you, your child, and their teachers
- **Consulting external specialists** where appropriate, such as:
 - Speech and language therapists
 - Educational psychologists

- Paediatricians
- Behaviour consultants

Step 4: Decision and next steps

Based on all this information, the SENCo will decide whether your child needs SEN support.

If your child does need SEN support:

- Their name will be added to the school's SEN register
- The Class Teacher and SENCo will work with you to create an Individual Education Plan that sets out the adjustments, interventions and support to be put in place, the expected impact on your child's progress, and a date for review.

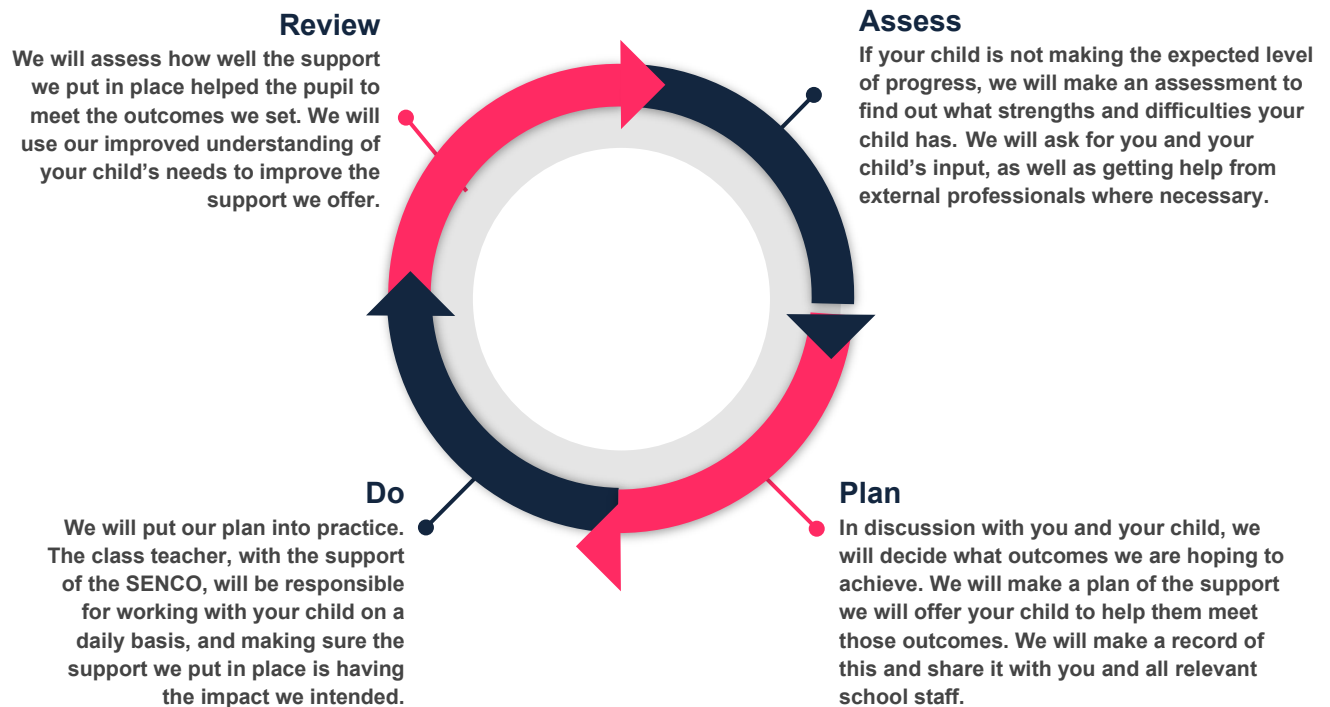
You are part of the process

We will meet with you at least three times a year to discuss your child's progress and decide whether to make any changes to their support. Your views and your child's views are essential in helping us provide the right support.

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**.



Working together to set meaningful outcomes

As part of planning your child's support, we will work with you and your child to agree on clear outcomes that we want to see them achieve. These outcomes will focus on the expected impact on your child's progress, development or behaviour.

Monitoring and adapting support

We will regularly track your child's progress towards these outcomes and evaluate the impact of the support we're providing. As we learn what works best for your child, we will refine and improve our approach to ensure they receive the most effective support.

A continuous cycle of review

This process is continuous. We review progress at least once a year, but we meet termly to make sure our provision stays up to date and responsive to your child's needs.

What happens at review?

Based on your child's progress, we will decide together whether to:

- **Continue with SEN support** – if your child still needs additional provision, we will revisit and refine the targets, strategies and support in place
- **Reduce or remove SEN support** – if your child has made good progress and no longer needs the additional provision, they may be taken off the SEN register
- **Increase support** – if your child needs more intensive intervention or specialist input

Your involvement matters

We will meet with you at least three times a year to discuss your child's progress and decide whether to make any changes to their support and the outcomes we're working towards. Your views and your child's views are central to this process.

How will I be involved in decisions made about my child's education?**You are an essential partner**

We know that you're the expert when it comes to your child's needs and aspirations. Your insights into what works best for your child are invaluable in helping us provide the right support.

Regular meetings and reviews

We will meet with you **at least three times a year** (termly) to discuss your child's progress and plan their support together. These meetings will be led by your child's class teacher, with support from our SENCo when needed.

At each meeting, we will:

- Review your child's progress towards their current outcomes
- Set clear, achievable outcomes for the next term
- Discuss the support and interventions we will put in place
- Agree on what we will do as a school, what we will ask you to do at home, and what we will ask your child to do
- Listen to your views and concerns

We allow at least 20 minutes for these meetings so we have enough time to explore your views and plan effectively.

Written records and plans

After each meeting, we will:

- Provide you with a written record of the outcomes, actions and support we've agreed
- Update your child's Individual Education Plan (IEP) with any changes
- Share this information with all relevant staff so everyone is working towards the same goals

You will receive termly IEPs and review reports on your child's progress.

Your voice matters throughout the year

We want to hear from you regularly, not just at formal meetings. Your feedback helps us understand how the support we're providing is impacting your child outside of school and allows us to build a complete picture of their progress.

Please contact us if:

- Your child's needs or aspirations change at any time
- You have concerns between scheduled meetings
- You notice something at home that we should know about

You can speak to your child's class teacher at the end of the day or contact them through the school office.

Involving your child

Where appropriate, we will also involve your child in discussions about their support. This might include:

- Attending part of the review meeting
- Sharing their views beforehand through activities or conversations
- Celebrating their achievements and understanding their targets

We make this decision on a case-by-case basis to ensure your child feels comfortable and able to contribute effectively.

Making changes to support

Before we make any major changes to your child's provision, our SENCo will consult with you. We believe in transparency and partnership, and we want you to be fully informed about any decisions that affect your child's education.

How will my child be involved in decisions made about their education?**Every child's voice matters**

We believe that children should have a say in decisions about their education and support. Your child's level of involvement will depend on their age, understanding and confidence, and we'll work with you to decide what's right for them on a case-by-case basis.

Ways we involve children

We recognise that no two children are the same, so we use different approaches to gather your child's views, including:

In meetings

- Your child may attend all or part of their review meeting, where they can:
 - Share their views directly
 - Celebrate their achievements and look at examples of their work

Through other methods

- One-to-one discussions with a trusted member of staff who can represent their views in meetings
- Child-friendly surveys or questionnaires that ask about their learning, friendships and how they feel about school
- Creative activities such as drawing, creating slides, or recording a video message to share their thoughts
- Informal conversations during the school day to understand what's working well and what they find challenging

Making it comfortable for your child

We understand that some children might find formal meetings overwhelming or may find it difficult to express themselves in front of adults. That's why we're flexible in how we gather their views and always consider what will work best for each individual child.

We want your child to feel:

- Listened to – their opinions and feelings are important to us
- Valued – they have important insights about their own learning
- Comfortable – we'll use whichever method helps them express themselves best

Working together as a team

By combining your expertise as a parent, your child's own views, and our professional observations, we can create the most effective support plan that truly meets your child's needs and helps them to thrive.

How will the school adapt its teaching for my child?**High-quality teaching comes first**

Your child's class teacher is responsible for their progress and development, and high-quality teaching is our first step in responding to their needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

A personalised approach

There is no 'one 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 and help them to learn effectively.

How we adapt our teaching

We differentiate (or adapt) how we teach to suit the way each pupil works best. This includes:

In the classroom:

- **Adapting lesson content and delivery** – for example, through flexible grouping, one-to-one work, or adjusting the teaching style to match your child's learning needs
- **Giving extra time and support** – such as longer processing times, pre-teaching key vocabulary, reading instructions aloud, or breaking tasks into smaller steps
- **Using specialist resources** – such as visual timetables, larger font, writing slopes, or other recommended aids
- **Creating supportive environments** – including access to quiet spaces with reduced distractions, or work stations with visually structured (TEACCH) learning activities

Additional support:

- **Teaching assistants** provide small group support throughout the day in all year groups
- Most pupils receive support through small group interventions with our teaching assistants. In exceptional circumstances, where a pupil has significant and complex needs and the local authority has provided additional funding, one-to-one support may be arranged

Specialist interventions and support

We offer a range of evidence-based interventions tailored to different areas of need:

*Communication and interaction***For pupils with autism:**

- Visual supports and social stories
- Attention Autism (Bucket Time)
- Structured teaching approaches (TEACCH)
- Intensive Interaction
- Sensory room access and sensory breaks
- Speech and Language support
- Occupational therapy support

For pupils with speech, language and communication needs:

- Speech and language therapy
- Language groups using the Leeds Toolkit or provision recommended by a therapist
- Colourful Semantics (a colour-coded system to help children understand and build sentences)

*Cognition and learning***For pupils with specific learning difficulties (including dyslexia, dyspraxia and dyscalculia):**

- Little Wandle phonics groups

- White Rose maths catch-up groups
- Reading catch-up groups
- Whole language/sight word approach where appropriate

Social, emotional and mental health

For pupils with ADHD or ADD:

- Quiet workstations
- Lunchtime nurture groups
- Visual timetables
- Movement and sensory breaks
- Sensory resources such as move and sit cushions, weighted resources and bounce pads

For pupils with adverse childhood experiences and/or mental health needs:

- Nurture groups
- Drawing and Talking therapy
- Forest Schools

Sensory and/or physical needs

For pupils with hearing impairment:

- Specific seating positions to optimise hearing

For pupils with visual impairment:

- Increased font size and other visual adaptations

For pupils with multi-sensory impairment:

- Access to our sensory room

For pupils with physical impairment:

- Fine motor control practice
- Writing slopes and adapted equipment
- Occupational therapy support

Part of the local offer

These interventions are part of our contribution to the London Borough of Hounslow's local offer. You can find our full Accessibility Plan on our school website, which sets out how we ensure all pupils can access our curriculum and facilities.

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

We continuously monitor and review progress

Evaluating the effectiveness of support is essential to making sure your child is making progress. We use a range of methods to check that the provision we're putting in place is making a real difference.

How we measure impact

Termly progress reviews

We review your child's progress towards their agreed outcomes at least three times a year. During these meetings with you, we will:

- Look at what your child has achieved
- Discuss what's working well and what could be improved
- Agree on next steps and any adjustments needed to their support

Intervention tracking

We review the impact of specific interventions after approximately 12 weeks to evaluate whether they're helping your child to make progress. This includes:

- Measuring progress against baseline assessments

- Observing your child's engagement and confidence
- Gathering feedback from staff delivering the intervention

Ongoing monitoring by the SENCo

Our SENCo regularly monitors the quality and impact of SEN provision across the school by:

- Observing pupils in class and during interventions
- Reviewing progress data and provision maps
- Supporting teachers to assess and plan effectively for pupils with SEN
- Ensuring that support is well-coordinated and meeting individual needs

Provision mapping

We use provision maps to track and measure the progress of all pupils receiving SEN support. This helps us to:

- See patterns in what's working well across the school
- Identify where adjustments might be needed
- Ensure resources are being used effectively
- Demonstrate the impact of our SEN provision

Annual reviews (for pupils with EHC plans)

If your child has an education, health and care (EHC) plan, we are required by law to hold an annual review meeting. This brings together everyone involved in your child's education and care to evaluate progress and plan for the year ahead.

What happens if support isn't working?

If we find that the support in place isn't having the expected impact, we will:

- Discuss this with you openly and honestly
- Work together to understand why the current approach isn't working
- Make changes to the provision, outcomes or strategies
- Consider whether we need advice from external specialists
- Continue to monitor progress closely

This is all part of the graduated approach – a continuous cycle of assessing, planning, doing and reviewing that ensures we're always working in the best interests of your child.

You'll always be kept informed

After every review, we will:

- Share the outcomes with you in writing
- Update your child's SEN support plan with any changes
- Make sure all staff working with your child know about any adjustments to their support

We believe that regular, honest communication about your child's progress is essential to effective partnership working.

How will the school resources be secured for my child?**Meeting your child's needs**

We are committed to providing the resources and support your child needs to access their learning and make progress. For most pupils, the support they need is provided through our existing school resources and staffing.

When additional resources are needed

In some cases, your child's needs may mean we need to secure:

- **Specialist equipment or facilities** – such as adapted technology, sensory equipment, or physical aids
- **Additional teaching assistant hours** – to provide more intensive support
- **Specialist training for our staff** – to develop expertise in specific areas of need

- **External specialist expertise** – such as advice from educational psychologists, speech and language therapists, or other professionals

How we fund additional support

School contribution The school will contribute up to **£6,000 per year** from our notional SEN budget towards any additional costs required to meet your child's needs. This is in addition to the support already provided through quality first teaching and our existing resources.

High needs funding If your child requires support that costs more than £6,000 per year, we will apply to the London Borough of Hounslow for additional high needs funding. This is sometimes called 'top-up' funding.

To secure this funding, we will:

- Gather detailed evidence of your child's needs and the support they require
- Consult with external agencies to get professional recommendations
- Work with you to understand your child's needs from your perspective
- Complete the local authority's application process

Working with external specialists

When we need advice about the best way to support your child, we will consult with external agencies and specialists. Their recommendations help us to:

- Understand your child's needs more fully
- Identify the most effective strategies and resources
- Make evidence-based decisions about provision
- Support applications for additional funding where needed

Education, Health and Care (EHC) plans

If your child has very complex or significant needs that require a higher level of coordinated support, we may discuss with you whether to request an Education, Health and Care needs assessment from the local authority. If an EHC plan is agreed, it will set out the provision your child is legally entitled to, and funding will be allocated accordingly.

You'll be involved throughout

We will always:

- Discuss with you if we think your child needs additional resources or specialist support
- Explain what we're applying for and why
- Keep you informed about the outcome of any funding applications
- Work in partnership with you to make sure resources are used effectively to meet your child's needs

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

Inclusion is at the heart of everything we do

We set high expectations for all pupils, including those with SEND and we are committed to making sure every child can participate fully in school life.

Access to all activities

All our pupils are welcome to take part in:

- **School trips and educational visits** – we aim for all pupils to participate in every trip
- **Extra-curricular activities** – including our before and after-school clubs
- **Special events** – such as sports day, school plays, special workshops, visiting performers and engagement days
- **Extended day services** – such as breakfast clubs and after-school clubs

Making reasonable adjustments

We will make whatever reasonable adjustments are needed to ensure that pupils with SEN or a disability can be included in all activities appropriate to their age and stage of development. This might include:

- **Additional adult support** – arranging for extra staff to accompany and support children on school trips or during activities
- **Adapted activities** – modifying tasks or events so that all children can participate meaningfully
- **Specialist equipment or resources** – providing any aids or adaptations needed
- **Environmental adjustments** – ensuring venues are accessible and suitable
- **Flexible timings or arrangements** – adapting schedules to meet individual needs

All reasonable adjustments are recorded in the risk assessments we prepare for trips and activities.

Working together to ensure safe participation

If there are any concerns about whether an activity is suitable for your child, or if there are health and safety considerations we need to address, we will:

- Discuss these with you openly and honestly
- Work with your child's teacher and our SENCo to find solutions
- Explore alternative ways your child can participate
- Make decisions together that are in your child's best interests

Our aim is always to find ways to include your child safely, rather than to exclude them from opportunities.

Financial support

We can charge for activities called 'optional extras' such as some school trips, but we understand that costs can be a barrier for some families.

We will never exclude a pupil from an activity simply because their parents can't or don't want to pay. If you're concerned about the cost of any activity, please speak to us in confidence so we can discuss how we can support your child's participation.

Your child's voice matters

We will always consider your child's views about participating in activities and work with you to make sure they feel comfortable, confident and included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?**We are committed to fair and inclusive admissions**

Our admissions process is designed to be fair and accessible to all pupils, including those with special educational needs or a disability. We follow the requirements of the Equality Act 2010 and work closely with the London Borough of Hounslow to ensure a transparent and equitable process.

Priority for pupils with EHC plans

All pupils whose Education, Health and Care (EHC) plans name Feltham Hill Infant and Nursery School will be admitted before any other places are allocated, in conjunction with Hounslow Admissions and the local authority's SEN section admission policies. This means that if your child has an EHC plan that names our school, they are guaranteed a place.

Our standard admissions process

For all other applicants, including those with SEN but without an EHC plan, places are allocated according to our published admissions criteria. These criteria are applied fairly and consistently to all applicants.

We do not:

- Discriminate against pupils with SEN or a disability in our admissions arrangements
- Refuse admission on the grounds that a child has SEN or a disability

Making reasonable adjustments

Under the Equality Act 2010, we have a duty to make reasonable adjustments for disabled pupils. This means:

- **During the admissions process** – we will make any necessary adjustments to ensure disabled children and their families can access information and participate fully in any visits or meetings
- **Once a place is offered** – we will work with you before your child starts to understand their needs and plan appropriate support and adjustments

Working in partnership

If your child has SEN or a disability and you're applying for a place at our school, we encourage you to:

- **Contact us early** – speak to our SENCo or the school office so we can discuss your child's needs and how we can support them
- **Share information** – tell us about any assessments, reports or professional advice you have, so we can plan effectively
- **Visit the school** – arrange a visit so you can see our provision and discuss your child's specific needs with us

We will always be open and honest with you about whether we can meet your child's needs within our current provision.

If you have concerns

If your child is refused a place following an application, we will inform you about your right to appeal. You can also contact Hounslow Admissions if you have concerns about how the admissions process has been managed.

Further information

Our full admissions policy is available on our school website and from the school office. You can also find information about admissions on the London Borough of Hounslow website.

How does the school support pupils with disabilities?

Our commitment to accessibility

We are committed to ensuring that all pupils, including those with disabilities, have equal access to our curriculum, facilities and the full life of our school. We set high expectations for all pupils and work to remove any barriers that might prevent them from achieving their potential.

Our accessibility plan

Our accessibility plan sets out how we meet our duties under the Equality Act 2010 and can be found in the 'Policies' section of our school website. The plan covers three key areas:

1. Improving physical access How we improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide. This includes:

- Ensuring our buildings and outdoor spaces are accessible
- Providing appropriate facilities such as accessible toilets and changing areas
- Making adjustments to the layout of classrooms and learning spaces
- Ensuring safe access routes around the school

2. Improving curriculum access How we adapt our curriculum and teaching to ensure disabled pupils can access learning. This includes:

- Differentiating our teaching methods and resources
- Providing specialist equipment and aids to learning
- Making reasonable adjustments to activities and assessments
- Ensuring all pupils can participate in trips, visits and extra-curricular activities

3. Improving access to information How we improve the availability of accessible information to disabled pupils and their families. This includes:

- Providing information in alternative formats when needed (such as large print, audio, or easy-read versions)
- Using visual supports and accessible communication methods
- Ensuring our website meets accessibility standards
- Making sure parents and pupils can access the information they need about school life

Making reasonable adjustments

Under the Equality Act 2010, we have a legal duty to make reasonable adjustments for disabled pupils. The Key Leaders This means we will:

- **Assess individual needs** – work with you and your child to understand what adjustments are needed
- **Plan proactively** – anticipate and plan for barriers before they become problems
- **Provide auxiliary aids and services** – such as specialist equipment, technology, or additional support
- **Adapt our practices** – change our policies, procedures or ways of working where necessary
- **Review regularly** – make sure adjustments continue to meet your child's needs as they develop

Working in partnership

If your child has a disability, we encourage you to:

- **Contact us early** – speak to our SENCo or the school office before your child starts, or as soon as you become aware of a need
- **Share information** – tell us about any assessments, medical reports or professional advice you have
- **Discuss adjustments** – work with us to identify what will help your child access school life fully
- **Keep us informed** – let us know if your child's needs change or if adjustments aren't working as expected

We will always work with you to find practical solutions that enable your child to participate fully and safely in all aspects of school life.

Accessibility of our website

We have published an accessibility statement on our website that explains how accessible our website is to disabled people, including those with impaired vision, motor difficulties, cognitive impairments or learning disabilities, and deafness or impaired hearing.

If you need information from our website in a different, more accessible format, please contact the school office and we will provide it.

If you have concerns

If you feel we are not meeting our duties to support your child's disability-related needs, please:

1. **Speak to us first** – contact your child's class teacher or our SENCo to discuss your concerns
2. **Use our complaints procedure** – if you're not satisfied with our response, you can make a formal complaint using our complaints policy (available on our website)
3. **Contact the Equality Advisory and Support Service (EASS)** – for independent advice and support about disability discrimination

Further information

You can find our full accessibility plan on our school website. This is reviewed and updated regularly to ensure we continue to improve accessibility for all our pupils.

How will the school support my child's mental health and emotional and social development?**Our whole-school approach to wellbeing**

We recognise that good mental health and emotional wellbeing are essential for learning and development. We are committed to supporting all our pupils, including those with SEN, to develop the skills and resilience they need to thrive both in school and beyond.

We have a robust approach to promoting mental wellbeing across the whole school, with clear processes for identifying pupils who need support and providing appropriate interventions.

Creating an inclusive and supportive environment

We work hard to ensure that all pupils, including those with SEN, feel valued, included and supported. We do this by:

Promoting social connections and friendships

- Actively encouraging pupils with SEN to join after-school clubs to promote teamwork and help them build friendships
- Running a **lunchtime nurture club** for pupils who need extra support with social or emotional development, providing a safe space to develop social skills and build confidence
- Providing opportunities during lessons for pupils with SEN to work with different classmates, helping them form connections across the class

Providing inclusive opportunities

- Making sure PE and sports clubs are accessible for all pupils, emphasising the link between regular exercise and mental wellbeing
- Rewarding non-academic achievements, such as showing kindness, welcoming new pupils, or demonstrating personal growth, through our merit system and assemblies

Building trusting relationships

- Providing a higher than typical level of staffing so that staff are able to build trusting relationships with pupils with additional needs
- Ensuring pupils know which adults they can talk to if they're worried or upset
- Getting pupils used to talking about mental health by incorporating it into PSHE lessons, assemblies and circle time, so they feel comfortable speaking up if they have concerns.

Preventing bullying

We have a **zero-tolerance approach to bullying**. Our Behaviour including Anti-bullying Policy specifically refers to the bullying of pupils based on their SEND and clearly states how incidents of bullying are dealt with. We take all reports of bullying seriously and work with pupils and families to resolve issues quickly and effectively.

Identifying and supporting mental health needs

Early identification We monitor pupils' mental health and wellbeing through regular observations, pupil voice surveys, and discussions with pupils and their families. This helps us identify pupils who need more targeted support.

Targeted interventions When we identify that a pupil needs additional support with their mental health or emotional development, we may provide:

- **Emotional skills interventions** – such as social stories and the zones of regulation, to help pupils recognise and express their feelings
- **Personalised support** – such as one-to-one sessions with a teaching assistant trained in mental health support
- **Nurture group provision** – longer-term interventions for pupils who need sustained support
- **Drawing and Talking therapy** – to help pupils process difficult experiences
- **Forest Schools** – for pupils who may find it easier to express themselves through being active

Making support accessible We adapt how we talk about mental health to make sure it's accessible for all pupils, using communication frameworks such as visual supports, social stories, and adapted interventions like the zones of regulation.

Working with external specialists

If a pupil's mental health needs are serious, or do not improve after targeted in-school intervention, we will work with you to refer them to external agencies such as the child and adolescent mental health services (CAMHS). We also work with other professionals including educational psychologists and specialist mental health practitioners when needed.

Supporting attendance

We recognise that mental health can sometimes be a barrier to attendance. If your child is struggling to attend school, we will work with you and relevant healthcare professionals to identify the barriers and agree on a support package to help them attend fully.

Staff training

Our staff are trained to recognise signs of poor mental health and know what to do if they're concerned about a pupil. If a mental health concern is also a safeguarding concern, staff will follow our child protection policy and speak to the designated safeguarding lead immediately.

How you can support your child

We encourage you to:

- **Talk to us** – let us know if you have concerns about your child's mental health or emotional wellbeing
- **Share information** – tell us about any changes at home or any professional support your child is receiving
- **Work in partnership** – help us understand what works well for your child and what they find difficult
- **Support at home** – we can provide ideas and strategies for supporting your child's emotional development at home

Sources of support

We make pupils aware of organisations that can provide additional support, including:

- **Childline** – for confidential support (0800 1111)
- **SHOUT** – text support service (text SHOUT to 85258)
- **YoungMinds** – information and support for young people's mental health

Information about these services is available through posters, leaflets, our school newsletter and website.

You'll always be kept informed

We will:

- Discuss any mental health or wellbeing concerns with you as soon as they arise
- Involve you in decisions about support and interventions
- Keep you updated on your child's progress
- Work with you to review and adjust support as needed

What support will be available for my child as they transition between classes or settings?**We understand that transitions can be challenging**

We recognise that changes and transitions can be particularly difficult for pupils with SEN. We plan carefully to make sure every transition is as smooth and successful as possible, with additional support tailored to your child's individual needs.

Starting at our school from nursery or another school

When your child joins Feltham Hill Infant and Nursery School, we work hard to make sure they feel welcome, settled and ready to learn from day one.

Before your child starts

- **Initial meeting** – we invite you to meet with our SENCo and your child's class teacher to discuss your child's needs, strengths, and what helps them learn best
- **Information gathering** – we ask you to share any assessments, reports, or professional advice you have, so we can plan appropriate support from the start
- **Liaison with previous settings** – with your permission, we will contact your child's nursery or previous school to gather detailed information about their needs and what strategies have worked well
- **Receiving records** – we will receive your child's educational records, including any SEN support plans or information about interventions they've been receiving

Helping your child settle in

- **Pre-visits** – we arrange visits before your child starts, so they can meet their teacher, see their classroom, and become familiar with the school environment

- **Visual supports** – we can create photo books, social stories, or visual timetables to help your child understand what school will be like and what will happen each day
- **Phased or flexible start** – if needed, we can arrange a gradual or flexible start to help your child adjust at their own pace
- **Key person approach** – we will identify a key adult who will build a relationship with your child and provide consistency during the settling-in period
- **Home-school communication** – we will maintain close contact with you during the first few weeks to share how your child is settling and address any concerns quickly

Setting up support

- **Early assessment** – we will observe and assess your child's needs during their first few weeks, working with you to understand what support they need
- **Support plan** – if your child has identified SEN, we will create or update their SEN support plan, setting out the adjustments, interventions and support we'll provide
- **Staff briefing** – all staff who will work with your child will be informed about their needs and the strategies that help them learn
- **Specialist equipment or resources** – we will arrange any specialist equipment, aids, or adaptations your child needs to access learning

For children with EHC plans

If your child has an Education, Health and Care (EHC) plan:

- We will hold a transition meeting before they start, involving you, the previous setting (where appropriate), and any external professionals
- We will make sure all the provision set out in the EHC plan is in place from day one
- We will work with the local authority to ensure funding and resources are secured in advance

Transitions between year groups within our school

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

Plan ahead with teachers

- Hold transition meetings where the current teacher and next year's teacher discuss your child's needs, strengths, and the strategies that work well for them
- Share detailed information about what helps your child learn, any triggers or concerns, and effective approaches to support them
- Create a brief profile for the new teacher that includes key information, learning strategies, and your child's interests and motivators

Build familiarity before the change

- Schedule visits and lessons with the incoming teacher towards the end of the summer term, so your child can get to know them in a familiar setting
- Arrange for your child to spend time in their new classroom and meet their new teaching assistant (if applicable)
- Use visual supports such as photo books or social stories to help your child understand what will happen and what to expect

Ensure consistency

- Make sure all staff who will be working with your child have had relevant training and understand their needs
- Arrange for key staff (such as teaching assistants who know your child well) to support the transition where possible
- Continue using strategies and approaches that work well for your child, so there's continuity between year groups

Transitions to junior school (end of Key Stage 1)

When your child moves from our infant school to junior school, we work closely with the receiving school to ensure a smooth transition:

Information sharing and planning

- The SENCo from the junior school will meet with our SENCo to discuss the needs of all children receiving SEN support
- We share detailed information about your child's needs, strengths, effective strategies, and any external professionals involved
- We ask you what information you want us to share with the new setting, ensuring you're involved in decisions about what's passed on

Building familiarity with the new school Your child will be prepared for the transition by:

- **Extra visits** – visiting the new school more regularly in the summer term, beyond the standard transition days
- **Attending playtimes** – for example, attending playtimes so they can experience break times and start to make friends
- **Transfer days and visits** – participating in transition days alongside additional, personalised visits tailored to their needs
- **Addressing gaps** – working on any gaps in knowledge or skills that might help them feel more confident and ready for junior school

Personalised support

- For children who might find large transition events overwhelming, we can arrange smaller, quieter visits
- We can create visual resources such as photo books, maps or videos of the new school to help your child become familiar with the environment
- Where appropriate, a familiar member of staff may accompany your child on visits to provide reassurance

Transitions to other schools or settings

When your child is moving to a different school (for example, if you're moving house), we will:

- **Consult with you** about what information you want us to share with the new setting
- **Prepare a comprehensive handover** including SEN support plans, strategies that work, and information about external professionals involved
- **Speak directly with the new school's SENCo** to ensure they understand your child's needs and can plan appropriate support from day one
- **Support your child** with social stories, visits (where possible), or other strategies to help them prepare for the change

For pupils with Education, Health and Care (EHC) plans

If your child has an EHC plan, we will:

- Hold an **annual review** in good time before any transition, to ensure the plan is up to date and the receiving school has time to plan and commission support
- Invite the receiving school's SENCo to attend the review meeting
- Make sure the EHC plan clearly sets out what support your child will need in their new setting
- Work with the local authority to ensure funding and provision are in place before your child starts

Working in partnership with you

Throughout any transition, we will:

- **Keep you fully informed** about what's happening and when
- **Listen to your views** about what will help your child and what they might find difficult
- **Involve your child** in planning the transition, using age-appropriate methods to gather their views
- **Be flexible** in our approach, adapting our plans based on how your child is responding
- **Stay in touch** after the transition to see how your child is settling in

Our aim

Our goal is to make every transition as positive and stress-free as possible, so that your child feels confident, prepared and excited about their next steps, rather than anxious or overwhelmed.

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

Our commitment to looked-after children

We understand that looked-after and previously looked-after children may face additional challenges, and we are committed to ensuring they receive the support they need to thrive academically, socially and emotionally.

Our designated teacher

Our designated teacher for looked-after and previously looked-after children is **Nicki Kirby**. You can contact her at office@fhi.hounslow.sch.uk.

Nicki champions the educational achievement of looked-after and previously looked-after children in our school and acts as a source of information and advice about their needs.

How we support looked-after children with SEN

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEND. This means they will have access to all the interventions, adjustments and support outlined elsewhere in this report.

However, we recognise that their circumstances as a looked-after child may interact with their SEN in ways that have implications for their teaching and learning. Our designated teacher makes sure that all staff understand these interactions and know how to provide appropriate support.

Personal Education Plans (PEPs)

All looked-after children have a Personal Education Plan (PEP), which is an evolving record of what needs to happen to enable them to make at least expected progress and fulfil their potential.

Working together on PEPs

The PEP is initiated by the child's social worker, with support from the virtual school head and the local authority. Our designated teacher works closely with:

- The social worker
- The virtual school head
- Carers
- The child themselves
- Any other relevant professionals (including our SENCo if the child has SEN)

Ensuring consistency

If a looked-after child has SEN, they may also have a SEN support plan or an Education, Health and Care (EHC) plan. We make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another, so that:

- All the child's needs are addressed in a coordinated way
- There is no duplication or conflicting information
- Everyone working with the child understands their needs and the support in place
- Progress is monitored effectively across all areas

What the PEP covers

The PEP includes information about:

- The child's educational and training history
- Their educational and developmental needs, including any SEN or mental health needs
- Short-term targets and longer-term educational goals
- How pupil premium plus funding will be used to support their progress
- Any additional support needed, such as catch-up interventions, transition support, or behaviour support
- How progress will be monitored and reviewed

Regular reviews

PEPs are reviewed every term to ensure they remain up to date and effective. These reviews involve the child, their carers, social worker, virtual school head, our designated teacher, and other relevant professionals.

Previously looked-after children

Previously looked-after children (those who were looked after but have since been adopted or are subject to a special guardianship or child arrangements order) are also supported by our designated teacher. While they don't have a PEP, our designated teacher ensures that:

- All staff understand how their previous experiences may affect their learning and wellbeing
- They receive appropriate support to help them achieve their potential
- Their needs are considered in all aspects of school life

Working in partnership

We work closely with:

- **The virtual school head** – who supports us to understand our responsibilities and ensures PEPs are high quality and effective
- **Social workers and carers** – to share information and coordinate support
- **Our SENCo** – to ensure that SEN support and PEP targets are aligned and complementary
- **You as parents/carers** – keeping you informed and involved in decisions about your child's education

What should I do if I have a complaint about my child's SEN support?**We want to resolve concerns quickly**

We hope that you will feel able to talk to us about any concerns you have regarding your child's SEN support. Most issues can be resolved through open and honest conversation.

Step 1: Speak to us first

If you have a concern about your child's SEN support, please speak to:

- **Your child's class teacher** – in the first instance
- **Our SENCo** – if the concern is not resolved or is more complex

We will listen to your concerns, investigate if necessary, and work with you to find a solution.

Step 2: Formal complaint

If you are not satisfied with our response, you can make a formal complaint using our school's complaints procedure, which is available on our website or from the school office.

The complaints procedure sets out:

- How to make a complaint
- Who will deal with it at each stage
- The timescales for responses
- Your right to escalate the complaint if you remain dissatisfied

Step 3: Escalating your complaint

If you are not satisfied with the outcome of the school's complaints process, you can escalate your complaint. The appropriate route depends on the nature of your concern:

- You can complain to the local authority or the Department for Education, depending on the issue.
- You can contact the Education and Skills Funding Agency (ESFA) if you believe the school has failed to comply with a legal duty.

Disability discrimination claims

If you feel that our school discriminated against your child because of their SEND, you have the right to make a **disability discrimination claim** to the First-tier Tribunal (Special Educational Needs and Disability).

You can make a claim about alleged discrimination regarding:

- Admission to the school
- Exclusion from the school
- Provision of education and associated services
- Failure to make reasonable adjustments, including the provision of auxiliary aids and services

To find out how to make such a claim, visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

Disagreement resolution and mediation

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. These services are free and independent.

To access mediation or disagreement resolution:

- Contact a Mediation Adviser on **0800 064 4488**
- Email sen@globalmediation.co.uk

Mediation can help you and the school (or local authority) reach an agreement without going to tribunal. However, you don't have to use mediation if you don't want to – you can go straight to tribunal if you prefer.

Further information and support

For a full explanation of suitable avenues for complaint, see **pages 246 and 247 of the SEND Code of Practice**.

You can also get free, impartial advice and support from:

- **Hounslow SENDIASS** (Special Educational Needs and Disabilities Information, Advice and Support Service) – see contact details in the section below
- **IPSEA** (Independent Provider of Special Education Advice) – www.ipsea.org.uk
- **SOS!SEN** – www.sossen.org.uk

What support is available for me and my family?

We're here to help

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.

Local support and information

The Local Offer

The London Borough of Hounslow publishes information about services and support available for children and young people with SEND and their families. This is called the **Local Offer** and you can find it at:

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

The Local Offer includes information about:

- Education, health and social care services
- Leisure activities and short breaks
- Support for preparing for adulthood
- How to access services

Note: If you live in Surrey, you can find the Surrey Local Offer at: <https://www.surreylocaloffer.org.uk/>

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

SENDIASS provides free, confidential and impartial information, advice and support to parents and carers of children and young people with SEND. They can help you with:

- Understanding your child's needs and the support available
- Understanding your rights and the SEND system
- Preparing for meetings
- Making complaints or appeals

Contact Hounslow

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

Local parent support

Hounslow Parent Carers Forum

The Hounslow Parent Carers Forum is a group of parent carers of children and young people with SEND. They provide:

- Peer support from other parents who understand what you're going through
- Information about local services and support
- Opportunities to have your voice heard in decisions about local SEND services

- Social events and activities

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

National charities and organisations

The following national charities offer information, advice and support to families of children with SEND:

General SEND support:

- **IPSEA** (Independent Provider of Special Education Advice) – free legal advice and support about SEND law and processes: www.ipsea.org.uk
- **Contact** (formerly Contact a Family) – information and support for families with disabled children: www.contact.org.uk
- **SEND Family Support** – peer support and information: www.sendfamilysupport.co.uk
- **Special Needs Jungle** – information, advice and a supportive community: www.specialneedsjungle.com

Wellbeing and safeguarding support:

- **NSPCC** – advice and support on keeping children safe: www.nspcc.org.uk
- **Family Action** – practical, emotional and financial support for families: www.family-action.org.uk
- **Young Minds** – information and support for children and young people's mental health: www.youngminds.org.uk

Condition-specific organisations:

Depending on your child's specific needs, there are also many charities that provide specialist information and support for particular conditions or disabilities. Please ask our SENCo if you would like recommendations for organisations relevant to your child's needs.

Financial support

You may be entitled to financial support to help with the additional costs of raising a child with SEND. This might include:

- Disability Living Allowance (DLA)
- Carers Allowance
- Free school meals
- Help with school uniform costs

For information about benefits and financial support, contact:

- **Citizens Advice** – www.citizensadvice.org.uk
- **Contact's helpline** – 0808 808 3555

We're here for you

Remember, you don't have to navigate this alone. Please don't hesitate to contact us if you need support, have questions, or just need someone to talk to about your child's needs. We're here to work with you as partners in your child's education.

Glossary

This glossary explains key terms used throughout this report. If you come across any other terms you're unsure about, please don't hesitate to contact our SENCo for clarification.

A

Access arrangements Special arrangements that allow pupils with SEND to access assessments or exams without changing the demands of the assessment. Access arrangements must reflect the pupil's normal way of working and must not unfairly advantage or disadvantage the pupil. The Key Leaders Examples include extra time, use of a reader, or rest breaks.

Annual review An annual meeting to review the provision in a pupil's EHC plan. The first review must happen within 12 months of the plan being issued, and subsequent reviews must happen at least once every 12 months. The Key Leaders The review considers the child's progress towards their outcomes and whether any changes to the plan are needed.

Area of need The four broad areas of need describe different types of needs a pupil with SEND can have:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including specific learning difficulties like dyslexia and moderate learning difficulties
- **Physical and/or sensory** – including visual or hearing impairments and physical disabilities
- **Social, emotional and mental health** – including ADHD, anxiety, and attachment difficulties

C

CAMHS Child and Adolescent Mental Health Services – specialist NHS services that assess and treat children and young people with emotional, behavioural or mental health difficulties.

D

Differentiation When teachers adapt how they teach in response to a pupil's needs. This might include changing the content, process, resources or outcome of learning activities to make them accessible for all pupils.

Disagreement resolution A free, independent service that helps parents and schools (or local authorities) resolve disagreements about SEND provision without going to tribunal.

E

EHC needs assessment The needs assessment is the first step towards securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan. The Key Leaders Parents, schools or other professionals can request an assessment.

EHC plan (Education, Health and Care plan) A legally binding document that sets out a child or young person's special educational, health and social care needs, and the provision that will be put in place to meet those needs. EHC plans are for children and young people aged 0-25 who need more support than can be provided through SEN support alone.

F

First-tier Tribunal (SEND Tribunal) A court where parents can appeal against the local authority's decisions about EHC needs assessments or EHC plans, and against discrimination by a school or local authority due to SEND.

G

Graduated approach An approach to providing SEN support in which the school provides support in successive cycles of planning, actions and review. This cycle has four parts: assess, plan, do and review. The Key Leaders The approach helps schools to identify needs early and provide increasingly tailored support.

I

Inclusion The process of ensuring that all pupils, including those with SEND, have equal access to education and feel valued as part of the school community. Inclusion is about how well your school supports particular pupil groups, including those who are socioeconomically disadvantaged, have SEN and/or a disability, are known or were previously known to children's social care, or may face other barriers to their learning and wellbeing. The Key Leaders

Intervention A short-term, targeted approach to teaching a pupil with a specific outcome in mind. Interventions are usually delivered in addition to quality first teaching and are carefully monitored to evaluate their impact.

L

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. The Key Leaders This includes education, health and social care services, leisure activities, and support for preparing for adulthood.

Looked-after child (LAC) A child who is in the care of the local authority, either through a care order or by agreement with their parents.

M

Mediation A free, independent service where a trained mediator helps parents and the local authority try to reach an agreement about SEND provision before going to tribunal. Parents must consider mediation before appealing to the SEND Tribunal (though they don't have to attend if they don't want to).

O

Outcome A target for improvement for pupils with SEND. Outcomes describe what the child or young person will be able to do as a result of the support provided. These targets don't necessarily have to be related to academic attainment – they might focus on independence, communication, social skills or wellbeing.

P

Personal Education Plan (PEP) An evolving record for looked-after children that sets out their educational and training history, needs, short-term targets and longer-term goals. PEPs are reviewed every term and include information about how pupil premium plus funding will be used to support the child's progress.

Previously looked-after child A child who was previously in care but has since been adopted, or is subject to a special guardianship order or child arrangements order.

R

Reasonable adjustments Changes that the school must make under the Equality Act 2010 to remove or reduce any disadvantages caused by a child's disability. The Key Leaders This might include providing auxiliary aids and services, adapting policies and practices, or making physical alterations to the school building.

S

SEN (Special Educational Needs) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. This means they have significantly greater difficulty in learning than most others of the same age, or have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

SEN support Special educational provision which meets the needs of pupils with SEN. This is additional to or different from the support normally available to all pupils through quality first teaching.

SENCO (Special Educational Needs Co-ordinator) The teacher responsible for coordinating SEN provision in the school. The SENCO supports teaching staff throughout the graduated approach by providing training, advice and strategic leadership. The Key Leaders

SEND (Special Educational Needs and Disabilities) An umbrella term that covers both special educational needs and disabilities.

SEND Code of Practice The statutory guidance that schools, local authorities and health services must follow to support children and young people with SEND. The current code was published in 2015.

SEN information report A report that schools must publish on their website that explains how the school supports pupils with SEN. This includes information about the school's policies, provision, and how parents can access support.

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) A free, confidential and impartial service that provides information, advice and support to parents and carers of children and young people with SEND. Every local authority must provide a SENDIASS service.

T

Transition When a pupil moves between years, phases, schools, institutions or life stages. Transitions can be particularly challenging for pupils with SEND, so schools plan carefully to ensure they are as smooth as possible.

V

Virtual School Head A local authority officer responsible for promoting the educational achievement of all the children looked after by that authority, wherever they live or go to school.