SEND policy 2026-2027

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1. Values and Ethos

At The William Hogarth School, we are committed to providing a high quality education in which every child feels valued, included and able to achieve their potential.

Our school attitudes underpin our approach to inclusion:

- **H – Happiness**
- **O – Optimism**
- **G – Generosity**
- **A – Ambition**
- **R – Resilience**
- **T – Teamwork**
- **H – Hard Work**

We recognise and celebrate the unique contribution that every individual makes to our school community. Every teacher is a teacher of every child, including children with special educational needs and disabilities. All staff share responsibility for knowing the children they work with, understanding their individual needs and helping them to flourish.

We believe that inclusive, high-quality teaching benefits all children. We work in partnership with children, parents and carers, and other professionals to identify and remove barriers to learning, participation and wellbeing.

Inclusion and equal opportunities

We are committed to providing a broad, balanced and ambitious curriculum for all pupils. We adapt our teaching, resources and learning environments to support children's different needs and starting points. We make reasonable adjustments for disabled pupils and work to ensure that children with SEND can participate in all aspects of school life, including learning, trips, clubs and wider opportunities.

This policy sets out our approach to SEND and the responsibilities of those involved. Our SEND Information Report explains how this approach works in practice at The William Hogarth School.

2. Aims

This Policy, together with our SEND Information Report, aims to:

- Set out how our school identifies and supports pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of staff, leaders and governors in relation to SEND
- Ensure a clear graduated approach to identifying needs and assessing, planning, providing and reviewing support
- Provide inclusive, high-quality teaching and appropriate additional support so that all pupils can make progress from their individual starting points
- Maintain ambitious expectations for all pupils and help them to experience success
- Involve pupils and work in partnership with parents and carers when identifying needs, agreeing outcomes and reviewing progress
- Promote pupils' wellbeing, independence and participation in the full life of the school
- Work with specialist services and other agencies effectively where their expertise is needed
- Support successful transitions into, through and beyond the school; and
- Develop staff knowledge and practice through training, professional guidance and collaboration.

3. Legislation and guidance

This policy and the school's SEND Information Report are informed by the following legislation and statutory guidance:

- Part 3 of the Children and Families Act 2014, which sets out duties relating to children and young people with special educational needs and disabilities
- The Special Educational Needs and Disability Regulations 2014, as amended, which include provisions relating to EHC Plans, SENCOs and SEN Information Reports.
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), which provides statutory guidance on identifying and supporting children and young people with SEND
- The Equality Act 2010, including duties relating to disabled pupils, reasonable adjustments and accessibility planning.

The schools also has regard to relevant Department for Education guidance and the London Borough of Hounslow's Ordinarily Available Provision guidance.

National SEND reform

The school is aware of the government's schools white paper, *Every child achieving and thriving* (2026), and the accompanying proposals for SEND reform. We will keep developments under review and consider new guidance as it is published.

Until any changes to legislation and statutory guidance take effect, the school will continue to meet its responsibilities under the current SEND framework, including the existing arrangements for SEN support and Education, Health and Care plans.

4. Definitions

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

A child has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

A formal diagnosis is not required before the school identifies and responds to a child's needs.

Disability

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Some disabled children have special educational needs, while others do not. A child may need reasonable adjustments because of a disability even where they do not require special educational provision.

4.1 The 4 main areas of need

The SEND Code of Practice identifies 4 broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

These areas help staff to understand and plan for a child's needs. A child may have needs across more than one area, and their needs may change over time. Support is planned around the individual child rather than a single category or diagnosis.

The Code of Practice is the relevant statutory guidance for these definitions and broad areas.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment o multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and responsibilities

5.1 The SEND team

The school's SEND team is led by Mrs Katy Luciani, Leader of Inclusion and SENCO, who works collaboratively with Miss Lauren Cowell, KS2 SENCO. Mrs Luciani oversees inclusion and SEND provision across the school. Miss Cowell supports the coordination of SEND provision and casework in Key Stage 2. The work with class teachers, families and other professionals to ensure that pupils' needs are identified, supported and reviewed.

The SEND team can be contacted through the school office on **020 8894 4782** or by email at senco@hogarth.hounslow.sch.uk

Working with the headteacher, staff, governors, families and other professionals, the SEND team will:

- Contribute to the strategic development of the school's SEND policy and provision
- Co-ordinate day-to-day operation of this policy and the support provided for individual pupils with SEND, including those with EHC plans
- Support staff in identifying and assessing pupils' needs and applying the graduated approach of **assess, plan, do and review**
- Provide advice and professional guidance to colleagues on inclusive teaching, reasonable adjustments and individual support
- Work with class teachers and support staff to plan, monitor and review provision and its impact on pupils' progress, participation and wellbeing
- Work in partnership with pupils and their parents or carers, ensuring that their views contribute to decisions about support
- Liaise with external agencies and specialist services, including the local authority, health professionals and educational psychology services
- Advise the headteacher and governing body on the use of resources to support pupils with SEND, including the school's delegated budget and the **Inclusive Mainstream Fund**
- Contribute to staff training and professional development in SEND and inclusion
- Support transitions into the school, between classes and to a pupil's next setting
- Work with the headteacher and governing body to support the school in meeting its duties under the Equality Act 2010; and
- Oversee the maintenance of accurate and up-to-date SEND records and contribute to the annual review of the SEND Information Report.

The SEND team works collaboratively, with responsibilities allocated according to role, availability and the needs of pupils and families.

5.2 The governing body and inclusion link governor

The governing body has overall responsibility for ensuring that the school meets its statutory duties in relation to pupils with SEND and disabilities.

The governing body will:

- Work with the headteacher and SEND team to establish the school's approach to SEND and inclusion
- Monitor the quality and effectiveness of SEND provision and the progress, participation and wellbeing of pupils with SEND
- Ensure that the school publishes its SEND Information Report and reviews it annually, updating information during the year where necessary

- Oversee the school's arrangements for meeting its duties under the Equality Act 2010, including accessibility planning; and
- Consider how resources are used to support inclusion and hold leaders to account for the impact of provision.

Ms Caroline Spencer, is the school's link governor for inclusion. She will:

- Act as the link between the SEND team and the governing body
- Help governors maintain an informed understanding of SEND provision and priorities
- Meet with the SEND team and undertake monitoring activities in line with the governing body's agreed programme
- Provide support and constructive challenge to school leaders; and
- Report relevant findings to the governing body.

5.3 The Headteacher

The headteacher, **Ms Avril Stockley**, will:

- Have overall operational responsibility for the education, provision and progress of pupils with SEN and/or a disability
- Work with the governing body and SEND team to develop the school's inclusive culture, policy and provision
- Ensure that staff understand their responsibilities and have access to appropriate guidance and professional development
- Oversee the deployment of staff and resources to meet pupils' needs
- Monitor the quality and impact of SEND provision as part of the school's wider evaluation and improvement processes; and
- Keep the governing body informed about SEND priorities, provision, outcomes and any significant concerns.

5.4 Class teachers

Each class teacher is responsible for the progress and development of **every pupil in their class**, including pupils who receive additional support from teaching assistants or specialist staff. Class teachers will:

- Provide high-quality teaching and adapt the curriculum, teaching approaches and learning environment to meet pupils' needs
- Identify and respond to emerging concerns, working with parents, carers and the SEND team
- Contribute to the **assess, plan, do and review** process and use agreed strategies and support plans in day-to-day teaching
- Work with pupils and their parents or carers to agree outcomes and review progress
- Plan and work closely with teaching assistants and specialist staff, ensuring that additional support is connected to classroom learning
- Monitor the impact of support and discuss any necessary changes with the SEND team; and
- Ensure that relevant information about a pupils' needs and effective strategies is shared appropriately with staff who work with them.

5.5 Teaching assistants and support staff

Teaching assistants and support staff will:

- Work under the direction of the class teacher and, where appropriate, the SEND team to support pupils' learning, participation and wellbeing

- Use agreed strategies and adjustments consistently
- Share observations about pupils' progress, strengths and needs with the class teacher and SEND team
- Contribute to the review of support where appropriate; and
- Promote pupils' independence, relationships and inclusion in school life.

6. SEND information report

Our SEND Information Report explains how the school puts this policy into practice. It provides information for parents and carers about:

- How we identify and assess pupils' needs
- The support and provision available
- How pupils and their families are involved in planning and reviewing support
- How we evaluate the effectiveness of provision; and
- How parents and carers can access further information, advice and support.

The SEND Information Report is published on our school website. A paper copy can be obtained from the school office on request.

7. Monitoring and review

The Leader of Inclusion and KS2 SENCO will monitor the implementation and effectiveness of this policy with the headteacher as part of the school's ongoing evaluation and improvement processes.

Monitoring will consider the experiences, participation, progress and wellbeing of pupils with SEND, alongside the views of pupils, parents and carers, and staff. Leaders will use this information to identify strengths, address barriers and inform the school's self-evaluation and improvement priorities.

The inclusion governor will monitor SEND provision through the governing body's agreed monitoring programme. This may include meetings with the SEND team, reviewing relevant information, visits to the school and discussions with staff and, where appropriate, pupils.

The inclusion governor will report their findings to the governing body, providing support and constructive challenge. The governing body will use this information, together with reports from school leaders, to maintain oversight of SEND provision and its effectiveness.

This policy will be reviewed **annually**, and sooner if there are significant changes to legislation, statutory guidance, school provision or circumstances. Following review, it will be approved in accordance with the governing body's scheme of delegation.

The SEND Information Report will be reviewed and updated annually. Information that changes during the year will be updated as soon as possible.

8. Links with other policies and documents

This policy should be read alongside the schools':

- SEND information Report
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Child Protection and Safeguarding Policy
- Attendance policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy; and
- Inclusion Strategy, including the use of the Inclusive Mainstream Fund

The school also draws on the **London Borough of Hounslow's SEND Local Offer** and **Ordinarily Available Provision guidance.**

These documents are available on the school website, or from the school office on request.