SEND Information Report 2026-2027

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Approved by: Governing Board Date:

What is the Special Educational Needs and Disabilities (SEND) information report?
This report is tailored specifically to our school and community. It is written for parents and carers and published online on our school website. You can also request a physical copy from our Administration team.

The main aim of this report is to explain how we implement our school **SEND Policy**. We want to show you how Special Educational Needs support works in practice at our school. If you want to know more about our wider arrangements for SEND and inclusion, please read our full **SEND Policy.**

At **The William Hogarth School**, we are committed to providing **High-Quality First Teaching** and a high standard of **Ordinarily Available Provision** for all our children. This includes children with both predictable and exceptional special needs, in accordance with the **SEND Code of Practice 2015** and the **Equality Act 2010**. We believe that good teaching practice and provision for pupils with SEND is good teaching practice and provision for all. Every one of our teachers is a teacher of SEND.

We meet our children's needs through a graduated approach, starting at a whole-school level with High-Quality First Teaching in every class, with additional support targeted at individuals or groups with exceptional needs. As an inclusive school, we aim to remove barriers to learning and participation. We provide an education that is appropriate to a child's needs while promoting high standards and enjoyment.

We have a dedicated SEND team comprising:

- A part-time (3 days) **Leader of Inclusion (SENDCo)**
- A **SENDCo** who also serves as our Year 4 class teacher
- A team of **Class Teachers** and **Teaching Assistants** who work together to provide quality support across the school.

We maintain effective working partnerships with specialist teaching and learning services, alongside external agencies who advise on a wide range of learning needs within our school setting.

We promote positive, connecting relationships, active engagement, and wellbeing for all our pupils and staff. We use a positive and proactive approach to behaviour and relationships, remaining respectful and aware of **Adverse Childhood Experiences (ACEs)** and acknowledging that behaviour is a form of communication.

This SEND information report details the provision that The William Hogarth School offers to pupils with special educational needs and disabilities, in line with statutory requirements. To find out more about the overarching national guidelines, you can view the official "SEND Code of Practice: 0 to 25 Years" or explore the digital sections of the Equality Act 2010.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them to participate and learn effectively. Special educational provision is educational provision that is additional to, or different from, that generally made for other children of the same age in mainstream schools. Some children have a disability and need reasonable adjustment, but do not have special educational needs. Other children have both a disability and SEN. **A child does not require a formal medical diagnosis to receive support**. At The William Hogarth School, we work collaboratively with families to identify and respond to each child's individual needs as early as possible, allowing them to achieve their full potential.

School Demographics (As of October 2026)

- **Total number of pupils on roll:** 151 pupils
- **Number of pupils with EHCPs:** 3 pupils, representing **2%** of the school roll (This is below the national average of 6.0%).
- **Number of pupils receiving SEND Support:** 39 pupils, representing **25.8%** of the school roll.

*Please note: Decisions regarding the admission of pupils with an Education, Health and Care Plan (EHCP) are managed directly by the Local Authority. If you wish to find out more about regional services, please explore the **Hounslow SEND Local Offer**.*

If you would like to visit our school to see how we support our children with additional needs, please contact our team:

- **Leader of Inclusion:** Mrs Katy Luciani, NASENCo (Trained teacher with over 20 years' experience in the role).
- **SENDCo:** Ms Lauren Cowell, NPQ SEN (Trained teacher with 2 years' experience in the

role).

- **Contact Email:** Both can be reached directly via **SENCO@hogarth.hounslow.sch.uk**

SEND Support Framework

At The William Hogarth School, we aim to promote independence by empowering and encouraging our pupils to talk about their learning and make choices that support their development both in school and at home.

To ensure this happens, all staff members (including teachers and teaching assistants) receive regular, up-to-date training and guidance in identifying and supporting the distinct needs of all pupils in their care.

Our teachers understand that our pupils learn in different ways and recognise each child's unique potential. We aim to understand each individual pupil's learning path, ensure that assessment is regular and purposeful, and actively welcome input from parents, carers, and specialist professionals.

To ensure we are providing the most appropriate support framework for a child's specific profile, we align our internal strategies with the Hounslow Ordinarily Available Provision Guidance.
We are currently familiarising ourselves with the new Government reforms and will be following guidance as it is shared.

SEND: The Four Main Areas of Need

At The William Hogarth School, we provide targeted support with or without a diagnosis or an Education, Health and Care Plan across the four main statutory areas of need:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health (SEMH)**
4. **Sensory and/or Physical**

Currently, our primary area of recorded need across the school population is **Social, Emotional and Mental Health**, closely followed by **Communication and Interaction**.

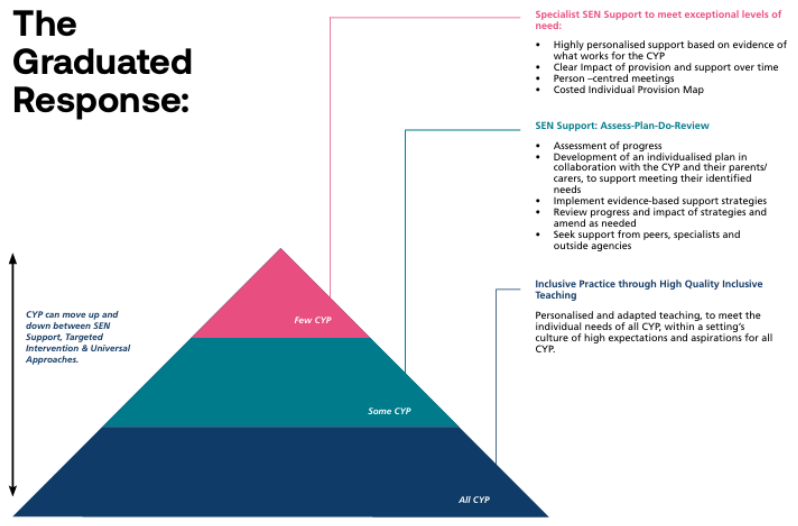
What should I do if I think my child has SEN?

Our communication and pathways process follows three clear, collaborative stages:

1. Tell us about your concerns	2. We meet to discuss	3. Together, we decide
If you think your child might have SEN, the first person you should talk to is your child's **class teacher**. Parents can book a direct discussion with their child's teacher by requesting an appointment via the **Reach More Parents** app. You can also contact the SENDCo directly at **SENCO@hogarth.hounslow.sch.uk**.	We will arrange a meeting with you to discuss your concerns. This helps us build a shared, comprehensive understanding of your child's unique strengths and structural difficulties.	Together, we will outline the specific outcomes we want to seek for your child and agree on clear next steps. We will document everything discussed and add it to your child's school record. The school will discuss its assessment with parents, explain its decision and confirm SEN support in writing and add them to the school's SEND register.

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

At The William Hogarth School, children are identified as having SEND by following **"The Graduated Response"** (Assess, Plan, Do, Review), as recommended in the national Code of Practice (DfE 2015) and reiterated by the London Borough of Hounslow.



In identifying individual student needs, we actively evaluate:

- Concerns raised or observations noted by the class teacher.
- Concerns or developmental insights shared by parents/carers.
- Personal concerns raised directly by the pupil.
- Diagnostic information received from external agencies or a pupil's previous school environment (e.g., speech and language therapists or occupational therapists).

If our educational team suspects your child may have additional needs, **we will always speak to you first**. We involve parents from the very beginning of this process because you know your children best.

When required, we also refer to specialist outside agencies for deeper assessment and advice:

- Speech and Language Therapists (SLT)
- Educational Psychologists (EP)
- Occupational Therapists (OT)
- General Practitioners (GPs) and Paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Teams (MHST)
- Social Services and alternative Local Authority support networks

Regular classroom assessments and targeted observations provide our school with a clear, dynamic picture of a pupil's development. In addition, we utilise baseline screening assessments to identify early gaps in communication, such as the **Leeds Language Screener.** We use the Nuffield Early Language Intervention (NELI) screening process to help identify children who may benefit from additional language support. Observations may take place naturally during lesson times or out in the playground while your child interacts with their peers.

The Assess, Plan, Do, and Review (APDR) Process

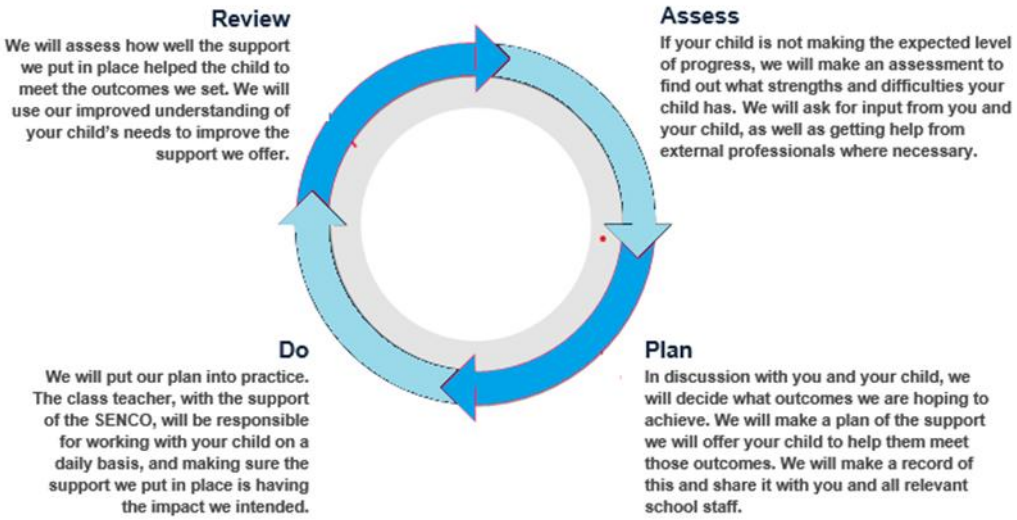
If a teacher notices that a pupil is falling behind, they try to determine if the pupil has any foundational gaps in their learning. If they identify a specific gap, they will tailor their teaching to support and close it. Many pupils make progress quickly once these temporary learning gaps have been filled.

If a pupil continues to struggle to make expected progress despite this targeted classroom support, the teacher will consult the SENDCo. The school will then contact you to discuss the possibility that your child may have a Special Educational Need (SEN). Your child may be placed on the school's SEND register if the school implements targeted support that goes above and beyond standard classroom provision.

The type of support provided is determined by your child's level of need—classified as either a *predictable* or an *exceptional* need—using the criteria outlined by the local authority. We deliver evidence-based interventions recommended within the Hounslow Ordinarily Available Provision (OAP) Guidance. We also consider a child's school attendance when prioritising these interventions to inform how support is planned and adapted

While every effort is made to provide support within the main classroom setting to ensure inclusion, some pupils with exceptional needs may be withdrawn at specific points during the academic year to participate in targeted 1:1 interventions tailored to their individual areas of need.

As a school, we track interventions using a variety of robust monitoring methods to evaluate the effectiveness of our provision against pupil progress. If your child is formally identified and recorded on our system as having SEND, we will implement the cyclical **Assess, Plan, Do, and Review (APDR)** process within a structured **Individual Support Plan** to document their specific targets and progress.



Evaluation of Support

We use the APDR cycle to continually evaluate whether the support in place is successfully helping your child move toward their developmental milestones. In some cases, if extensive internal school support does not facilitate sufficient academic or physical progress, your child may require assessment for special educational provision to be made through an Education Health and Care Plan.

What happens if my child needs an Education, Health and Care needs assessment?

If a child's needs may require special educational provision to be made through an Education, Health and Care Plan, the school may discuss requesting an EHC needs assessment with parents or carers. We will share the information we have about the child's needs, support and progress and use the documented evidence we have gathered to request and EHC needs assessment from the Local Authority.

Parents and carers can also request an EHC needs assessment directly from the local authority. An assessment does not automatically lead to an EHC plan: the local authority decides whether to assess and, following assessment, whether a plan is necessary.

We will continue to support the child while decisions are being made. Information about the process is available through the Hounslow Local Offer and SENDIASS.

The high quality of classroom teaching provided to our pupils with SEND is rigorously monitored through several internal quality assurance processes, including:

- **Classroom Observations & Learning Walks:** Conducted regularly by the Senior Leadership Team (SLT), including the Leader of Inclusion.
- **Pupil Progress Meetings:** Ongoing data analysis and discussions regarding the progress made by pupils with SEND.
- **Collaborative Work Sampling:** Regular "book looks" and planning reviews to ensure tasks are effectively matched and differentiated to each child's needs.
- **Professional Collaboration:** Active joint planning between class teachers, the Leader of Inclusion, and other Leaders of Learning.
- **Targeted Briefings:** Regular advice, case discussions, and guidance sessions focused on meeting the evolving needs of pupils with SEND.
- **Holistic Tracking:** Continuous monitoring of attendance patterns and behaviour records.
- **Secure Safeguarding Reviews:** Monitoring trends via our secure online safeguarding platform, CPOMS (Child Protection Online Monitoring System).

The Senior Leadership Team regularly discusses the progress of all pupils, with a dedicated focus on those with special educational needs. This shared discussion leads to the prompt reviewing of targets and the deployment of specific strategies. Additionally, the school holds regular **RADAR** meetings throughout the year. At least one **RADAR** meeting each month has a specific SEND focus, supporting the early identification, monitoring and review of pupils' needs and provision.

Partnership with Parents and Carers

We believe that a child's educational journey is most successful when the school and parents work in close partnership. We offer a variety of ways for families to engage with our SEND team:

- **Parent Coffee Mornings:** Regular, informal opportunities to meet the SEND team and connect with other families in the community.
- **Home-School Planners:** Every child is provided with a physical planner where parents can write direct notes to their child's teacher. This is a useful tool for daily communication between home and school which sits alongside Reach More Parents.
- **Parent Consultation Evenings:** Dedicated SEND team members are always available during scheduled parent evenings for specialised drop-in discussions.
- **Intervention Updates:** Parents receive regular, transparent updates on any specific interventions or targeted support their child is receiving.
- **Co-Produced Targets:** Parents are actively encouraged to participate in setting their child's educational targets, utilizing a highly collaborative, child-centred approach.
- **Pupils receiving SEN Support:** For pupils receiving SEN support, we aim to meet with parents and carers at least three times each year to discuss progress, review the support in place and agree next steps. These conversations may take place as part of parent consultations or at separate review meetings, depending on the child's needs.
- **Statutory EHCP Meetings:** Where a pupil holds an Education, Health and Care Plan (EHCP), formal meetings are held regularly with parents, carers, and visiting external specialists to review milestones and map next steps.
- **Annual Reviews:** An EHCP must be reviewed formally at least every 12 months. The first review must be completed within 12 months of the plan being finalised, and subsequent reviews within 12 months of the previous review being completed. We aim to arrange review meetings in good time, normally within 11 months, to allow the remaining stages of the review process to be completed.
- **Open-Door Communication:** Parents are strongly encouraged to contact their child's class teacher as and when questions arise to contribute to ongoing planning, rather than waiting for formal statutory meetings.

What should I do if I am unhappy with the support my child is receiving?

We hope that concerns can usually be resolved through an open conversation. If you are worried about any aspect of your child's support, please speak first to their class teacher or contact the SEND team at senco@hogarth.hounslow.sch.uk.

If your concern is not resolved, you may arrange to discuss it with the headteacher. If you remain dissatisfied, you can make a formal complaint using the school's Complaints Policy, which is available on our website or from the school office.

Parents can also seek independent information, advice and support from Hounslow SENDIASS [phone: 020 8583 2607 or email: SENDIASS@hounslow.gov.uk].

Child-Centred Inclusion and Pupil Voice

We recognise that giving pupils a meaningful voice in planning and reviewing their own support can be incredibly empowering. Active involvement increases the direct impact of our adjustments and helps children progress toward their goals and long-term aspirations.

All pupils are encouraged to participate fully in every aspect of school life. We highly value the unique contribution each child makes to our school community. We encourage positive, open dialogue with our students to gain an authentic view of how they perceive their daily experiences at The William Hogarth School.

The views and well-being of our pupils are sought through a range of supportive methods:

- **Digital Feedback:** Child-friendly online forms and student questionnaires.
- **In-Class Support Elements:** Designated question boxes and "worry monsters" inside classrooms to allow children to share worries privately.
- **The School Council:** Open opportunities for all pupils to contribute items to the active School Council agenda.
- **EHCP Reviews:** Pupils with an EHC Plan are supported to share their personal views before every review meeting and are invited to participate directly in the meetings whenever appropriate.
- **Looked After Children (LAC):** Looked After Children are closely supported to participate in their termly review meetings to share their thoughts and preferences.

How do you support my child's emotional and social development?

We promote positive relationships and a sense of belonging throughout the school. Depending on individual needs, support may include daily check-ins with a trusted adult, access to safe spaces, facilitation of structured social opportunities and Thrive-informed support.

Children can share worries with a trusted adult or through the approaches used in their classroom, including worry monsters where appropriate. We listen to pupils' views and work with families to agree support.

We do not tolerate bullying. Concerns can be raised with the class teacher, SEND team or senior leaders and will be addressed in line with the school's Behaviour and Anti-Bullying arrangements.

How do you support children when they join, move classes or leave the school?

We work with parents and carers, the child, and relevant professionals to plan transitions. This may include sharing information with a child's previous or next setting, arranging additional visits, introducing key adults, using photographs or visual resources, and preparing a personalised transition plan where needed.

When children move between year groups, current and receiving staff share information about their strengths, needs, effective strategies and support. When pupils move to secondary school or another setting, we work with the receiving school and family to support a smooth transition.

School Trips and Wraparound Activities

The school has a range of inclusion measures in place to ensure that pupils with SEND are fully integrated into activities both inside and outside the classroom, including educational day visits and residential trips.

These safety and inclusion measures include:

- Completing comprehensive, tailored risk assessments prior to planning any off-site visits.
- Holding proactive collaborative discussions with parents and carers regarding trip logistics.
- Deploying additional support staff, auxiliary strategies, or adaptive equipment based on the outcomes of our risk assessments to eliminate disadvantages.

We make every possible effort to adapt environments so that all activities are accessible, safe, and enjoyable for every pupil.

Please note that many of our after-school clubs are delivered by external providers. We want pupils with SEND to be able to take part in the wider life of school, including clubs. If your child needs support or adjustments to participate, please speak to the school and the club provider. We will work together with you to understand your child's needs and consider how they can be supported to take part. We will offer support and advice to families and club providers to facilitate this.

How does the school support access for disabled pupils?

The William Hogarth School is an inclusive mainstream school. We welcome applications for places from families of disabled children. The school follows Hounslow's admissions arrangements for pupils without an Education, Health and Care Plan. Where a child has an EHC plan, the local authority follows the statutory process for consulting with and naming a school.

We work with families and relevant professionals to identify barriers to access and consider the reasonable adjustments, auxiliary aids and support a child may need. This includes access to learning, school facilities, trips, clubs and the wider life of the school.

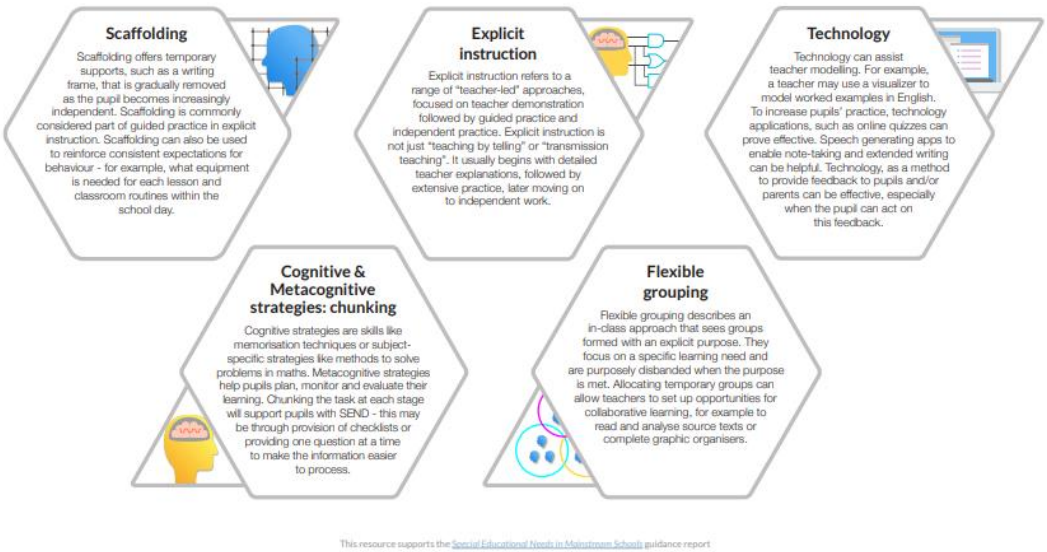
Our facilities include: accessible entrances and toilets. Where a need is identified, we consider adaptations and seek specialist advice as appropriate.

Our **Accessibility Plan** explains how we plan to improve access to the curriculum, the physical environment and information over time. Our Accessibility Plan is available on the school website. A paper copy is available from the school office on request.

Reasonable Adjustments and Classroom Support

At The William Hogarth School, we strictly follow the local authority guidelines alongside evidence-based pedagogical research from the **Education Endowment Foundation (EEF)** regarding optimal methods for supporting children with SEND within the main classroom.

Wherever possible, children are taught within their primary classroom alongside their peers. To facilitate this, class teachers hold direct responsibility for adapting their teaching materials, environmental setups, and lesson delivery to match the special educational needs of their pupils.



Depending on a pupil's exceptional needs and under the guidance of the Leader of Inclusion, a Teaching Assistant may work alongside the class teacher to implement targeted adjustments for identified students. When a pupil requires specialist equipment to access the statutory curriculum, every effort is made to acquire it. Examples of reasonable adjustments and standard provisions include:

- **Auxiliary Aids & Services:** Providing specialist physical items such as coloured reading overlays, visual timetables, or writing slopes to overcome environmental disadvantages.

- **Differentiated Activities:** Tailoring curriculum tasks to ensure students can access the learning material at their specific developmental level.
- **Graduated Transitions:** Implementing carefully managed, step-by-step transition plans for children entering the school or moving between key stages.
- **Diagnostic Assessments:** Ensuring that assessment is an ongoing, purposeful, and diagnostic process rather than a single event, heavily incorporating feedback from families and external experts.

Specialist Training and Workforce Development

To maintain high standards, all support and teaching staff receive up-to-date, continuous professional development across the core areas of SEND. Guidance is communicated regularly during staff briefings, and personnel have access to an extensive digital archive of strategies on the school's shared drive, alongside our dedicated staff professional library. Staff frequently consult with the Leader of Inclusion to refine their skills and adjust individual approaches.

When external specialist services visit the school, they operate on a collaborative model—working directly alongside an internal staff member. This ensures that expert skills, diagnostic strategies, and practical knowledge are shared effectively and seamlessly carried on between external visits.

Our entire school team has benefited from specialist training delivered by therapeutic and medical services, including:

- **Play Therapy networks**
- **Speech and Language Therapy (SLT) services**
- **Occupational Therapy (OT) specialists**
- **The Autism Education Trust (AET)** (Full tier-appropriate training completed by all classroom-based staff)

Where can I find further information and support?

Hounslow Local Offer

https://www.hounslow.gov.uk/send-local-offer

SENDIASS

https://hounslowsendiass.org.uk/

Monday to Friday from 9am to 5pm.

Helpline is open Monday to Friday, 9am to 2pm.

- phone: 020 8583 2607
- email: SENDIASS@hounslow.gov.uk

24-hour answering service and aim to return calls within five working days.

Glossary of SEND Terms

Term / Acronym	What it Stands For	What it Means in Simple Language
ACEs	**A**dverse **C**hildhood **E**xperiences	Highly stressful or traumatic events that occur during childhood (such as severe family illness, loss, or distress) which can impact a child's emotional well-being and behaviour.
AET	**A**utism **E**ducation **T**rust	A national organisation supported by the Department for Education that provides specialised training to school staff to help them support autistic children effectively.
APDR	**A**ssess, **P**lan, **D**o, **R**eview	The four-stage "Graduated Approach" cycle used by teachers to identify a child's needs, plan support, carry out the support, and regularly check how well it is working.
CAMHS	**C**hild and **A**dolescent **M**ental **H**ealth **S**ervices	A specialised NHS mental health service that assesses and treats young people with emotional, behavioural, or mental health difficulties.
CPOMS	**C**hild **P**rotection **O**nline **M**onitoring **S**ystem	A secure, confidential digital software application used by schools to record, monitor, and manage student safeguarding and well-being notes safely.
EEF	**E**ducation **E**ndowment **F**oundation	An independent charity that reviews educational research to provide teachers with proven, evidence-based strategies for improving learning, particularly for disadvantaged pupils.
EHCP	**E**ducation, **H**ealth and **C**are **P**lan	A legal document issued by the Local Authority following an EHC needs assessment when it decides that a plan is necessary. It sets out a child's needs, the outcomes sought and the special educational provision required, as well as relevant health and social care provision.
High-Quality First Teaching	*Also known as Universal Support*	Excellent, day-to-day classroom teaching that is carefully planned and adapted (differentiated) to meet the diverse learning styles and needs of all children in the class.
LAC	**L**ooked **A**fter **C**hild	A child who is under the care of the Local Authority (such as children living with foster carers or in residential care).
MHST	**M**ental **H**ealth **S**upport **T**eams	Professional teams that work closely with schools to provide early mental health and emotional well-being support directly to pupils and families.
NASENCo	**N**ational **A**ward for **S**pecial **E**ducational **N**eeds **C**o-ordination	A postgraduate master's-level qualification previously required by law for SENCOs in England and Wales to certify their expertise. It remains recognised as the relevant qualification for existing SENCOs. SENCOs new to role must complete the mandatory NPQ SEN qualification.
NELI	**N**uffield **E**arly **L**anguage **I**ntervention	An evidence-based oral language program designed to boost the speaking and communication skills of children in Reception and early primary years.
NPQ	**N**ational **P**rofessional **Q**ualification	A suite of prestigious, state-backed qualifications designed to develop the leadership skills of teachers and school leaders.
OAP	**O**rdinarily **A**vailable **P**rovision	The resource baseline, accommodations, and support that Hounslow Local Authority expects all mainstream schools to provide out of their standard budget, without requiring extra funding.
RADAR	*Internal School Term*	A regular Senior Leadership Team meeting. At least one RADAR meeting each month has a SEND focus to support early

		identification, monitoring and review of SEND pupils' progress, attendance, behaviour. Allows for proactive adjustments provision to support the school in responding to pupils' changing needs.
SEND	**S**pecial **E**ducational **N**eeds and **D**isabilities	A term used to describe any child who has a learning difficulty or disability that requires a school to put extra or different educational adjustments in place for them.
SENDCo / SENCO	**S**pecial **E**ducational **N**eeds **C**o-ordinator	A qualified teacher in the school who is responsible for managing the daily day-to-day operation of our SEND Policy and coordinating support for pupils with additional needs.
SEMH	**S**ocial, **E**motional and **M**ental **H**ealth	One of the four main statutory areas of special need. It describes children who experience difficulties managing their emotions, mental health, or social interactions

Happy Optimistic Generous Ambitious Resilient Together Hard working