THE BLUE SCHOOL

CHURCH OF ENGLAND

SEND and Inclusion Policy

Every child known. Every child included. Every child thriving.

"Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him."

Colossians 3:17

School	The Blue School, Church of England Primary School
Local authority	London Borough of Hounslow
Policy lead	Hollie Stallwood, Assistant Headteacher and SENDCo
Revised	October 2026
Approval	Draft for Governing Body approval
Next review	Autumn 2027

Hope	Dignity	Wisdom	Community

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How to use this policy

This policy describes the commitments that guide our teaching, inclusion, support and decisions for children with SEND. Our separate SEND Information Report explains what families can expect in everyday school life. Together, these documents show how our vision, statutory duties and classroom practice connect.

If you have a question about your child, please begin with their class teacher. You can also contact Mrs Hollie Stallwood, Assistant Headteacher and SENDCo, through the school office on 020 8560 6721, or email hollie.stallwood-bracken@theblueschool.com. We will work with you to agree an accessible way to communicate.

"The vision's focus on building a strong community is reflected in the highly inclusive culture."

SIAMS Inspection Report, 19th May 2026.

Our vision, values and ambition

Our Christian vision is to nurture wisdom, hope and dignity in everyone, building a Christian community. Rooted in Colossians 3:17, it calls us to value each person, welcome children and families of all faiths and none, and ensure that words, actions and decisions reflect the dignity of every child.

Our inclusion promise is simple: Every child known. Every child included. Every child thriving. Inclusion is not simply placement in a classroom. It means ambitious learning, trusting relationships, meaningful participation, growing independence and a genuine sense of belonging.

Our value	What this means for inclusion
Hope	We recognise strengths, maintain high aspirations and celebrate individual achievement.
Dignity	We listen, respect identity and communicate in ways every child can access.
Wisdom	We use assessment, evidence, family knowledge and specialist advice to make thoughtful decisions.
Community	We enable friendships, participation, shared worship, leadership and a place in school life.

Our shared expectations are Ready, Respectful and Responsible. We apply them fairly, with reasonable adjustments that reflect individual needs and protect dignity.

What we mean by an inclusive school

The Blue School welcomes children from Nursery to Year 6, and children whose strengths and needs differ widely. We want a child to be known as a person before they are known through an assessment or a category. Inclusion is evident when children can understand lessons, contribute their ideas, form friendships, feel safe, make progress and enjoy worship, play, visits and enrichment alongside their peers.

Our Christian vision asks adults to speak with hope, act with dignity and wisdom, and care for one another as a community. Our SEND provision is therefore both a legal responsibility and a daily expression of our shared values. Every adult has a part in making reasonable adjustments and safeguarding a child's sense of belonging.

The Blue School Christian vision and values

Purpose, principles and legal framework

This policy sets out the school's strategic commitment and operational arrangements for identifying and meeting special educational needs and disabilities. It defines responsibilities, our graduated response, how we work with families, and how leaders and governors check whether support is delivered and improves outcomes.

The policy is informed by Part 3 of the Children and Families Act 2014; the Special Educational Needs and Disability Regulations 2014; the Equality Act 2010, including reasonable adjustments and the Public Sector Equality Duty; the SEND Code of Practice: 0 to 25 years; current safeguarding guidance; statutory school attendance guidance; and the School Admissions Code. The Governing Body also considers its responsibilities as the admission authority of a voluntary aided school.

Decisions about an individual child are governed by the statutory duties that apply to that child.

Our objectives are to identify needs promptly; secure inclusive high quality education; remove barriers; meet statutory provision; strengthen communication and partnership; support successful transitions; and evaluate impact on learning, participation, independence, wellbeing and attendance.

Our statutory commitments

Requirement	How The Blue School gives effect to it
Children and Families Act 2014	The governing body uses its best endeavours to secure the special educational provision called for by a pupil's SEN, notifies parents when SEN provision is made and publishes an SEN Information Report.
SEND Code of Practice and SEND Regulations 2014	We identify and assess needs, use the graduated approach, involve children and parents, keep accurate records, contribute to EHC processes and provide the information required by law.
Equality Act 2010	We make reasonable adjustments, including suitable auxiliary aids and services where reasonable; plan accessibility; and have due regard to eliminating discrimination, advancing opportunity and fostering good relations.
Admissions and EHCPs	Children whose final EHCP names The Blue School are admitted through the statutory arrangements. SEND or disability must not lead to unfair disadvantage in admissions or participation.
Safeguarding and attendance	We follow Keeping Children Safe in Education 2026 and current statutory attendance guidance while responding to each child's circumstances, safety and wellbeing.

These duties apply irrespective of the school's internal support levels and funding arrangements. The school responds to existing law and statutory guidance; proposals for future SEND reform are not presented as duties already in force.

SEN Information Report and connected school documents

This SEND and Inclusion Policy sets out our approach, responsibilities and decision making. The separate SEN Information Report explains to families how this operates in practice and includes the required information on admissions, accessibility and support. It is updated at least annually and as soon as possible when information changes. The Accessibility and Equalities Policy and its Accessibility Plan address the curriculum, school environment and accessible information. The Inclusion Strategy 2026 to 2027 sets out our improvement priorities, intended outcomes and allocated resources; it is a separate publication under the Inclusive Mainstream Fund conditions of grant.

Understanding SEND and identifying needs

A child has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision. For children of compulsory school age, this means significantly greater difficulty in learning than most children of the same age, or a disability that prevents or hinders use of facilities generally available to their peers in mainstream schools. For younger children, it includes needs likely to meet this definition at compulsory school age, or that would do so without special educational provision. Special educational provision is educational or training provision additional to, or different from, that generally made for children of the same age in mainstream schools and early years settings. Some disabled children do not have SEN; some children with SEN do not have a disability. The Equality Act 2010 definition is explained below.

Four broad areas of need	Typical barriers and potential responses
Communication and interaction	Understanding and expressing language, speech and social communication; visual supports, language modelling and specialist communication approaches.
Cognition and learning	Reading, writing, mathematical understanding, processing and memory; explicit instruction, structured practice and targeted specialist teaching.
Social, emotional and mental health	Attention, regulation, relationships, anxiety or distress; predictable routines, trusted adults, ELSA and personalised support.
Sensory and/or physical	Hearing, vision, mobility, sensory processing, coordination or physical access; environmental adjustment, equipment and occupational therapy advice.

Children may experience needs across several areas. We assess the individual rather than relying on one category or a diagnosis.

Understanding individual needs and assessment

The four broad areas encompass a wide range of needs, including speech, language and communication needs, autism, attention deficit hyperactivity disorder (ADHD), specific learning difficulties such as dyslexia and dyscalculia, coordination difficulties, sensory impairments and physical disabilities. Learning difficulties may also be moderate, severe or profound and multiple. Children may have overlapping needs, and their strengths and support requirements can change over time.

We begin with the individual child: their interests, abilities, experiences and what helps them learn and participate. A diagnosis can deepen our understanding, but it does not define a child's potential or prescribe the same support for everyone. We work with children, families and professionals to identify barriers and agree appropriate teaching, adjustments and additional provision.

Families can find reliable information about particular needs and assessment under "Understanding needs: information for families" at the end of this policy.

The statutory meaning of disability

Under the Equality Act 2010, disability means a physical or mental impairment with a substantial and long term adverse effect on the ability to carry out normal day to day activities. Disability and SEN are distinct. We anticipate and consider reasonable adjustments for disabled pupils whether or not they are identified as requiring SEN Support.

Early identification and proportionate assessment

Teachers begin with information from families, previous settings and assessments. They consider children's starting points, progress over time and how they respond to explicit teaching and adaptations. They use classroom assessment, observations and work samples, alongside early conversations with the child and family, to understand reading, writing, mathematics, communication, independence, social participation and emotional wellbeing. Teachers look for progress that is slower than expected from comparable starting points, fails to match previous progress or indicates a widening gap, while also recognising needs that are not reflected in attainment. In the Early Years, assessment includes play, interaction, communication and development over time. A delay in one area is considered in context rather than assumed to be SEN.

Where concerns persist or are significant, the teacher shares observations and the support already tried with the SENDCo through the school inclusion referral and triage process. The

SENDCo helps agree on next steps, priorities, timescales and any appropriate specialist advice. Support and reasonable adjustments begin in response to identified needs and continue while advice is sought. Significant or urgent needs are raised promptly. A medical diagnosis, formal external assessment or EHCP is not a prerequisite for help. Diagnostic information contributes to our understanding, but decisions about SEN Support and provision are based on the child's individual educational needs.

We pay particular attention to pupils with English as an additional language and consider their abilities and communication across home languages wherever information is available. We also consider the impact of health, disability, bereavement, school mobility, disadvantage, disrupted attendance and experiences outside school without overlooking SEN that may coexist.

Deciding on SEN Support and keeping the register accurate

The SENDCo and class teacher determine whether the child requires provision additional to or different from provision generally made for pupils of the same age. We explain and record the decision with parents, including what is being provided and when it will be reviewed. School census code K denotes SEN Support and code E denotes an EHCP. Children receiving universal or short targeted support without identified SEN are not automatically recorded as K. Monitoring arrangements remain distinct in internal records. Low attainment alone does not establish SEN. Where needs change and special educational provision is no longer required, removal from SEN Support is considered with parents and supported by review evidence.

Our inclusive classroom culture and core pedagogy

The classroom is the foundation of inclusion. Every teacher is responsible for the teaching, learning, assessment and participation of every child in their class, including when Assistant Teachers or specialists provide additional support. We expect a broad and ambitious curriculum, with teaching adjusted to enable meaningful access.

Our shared instructional sequence is Explain, Model, Check, Adapt and Practise. Staff teach vocabulary, model thinking, check every learner's understanding through accessible responses, adapt the route without lowering ambition and plan sufficient practice for retention and transfer.

We draw on the Education Endowment Foundation (EEF) five a day approaches: explicit instruction; cognitive and metacognitive strategies; scaffolding; flexible grouping; and technology. In all curriculum areas, teachers maintain the learning purpose and plan accessible ways to engage and demonstrate knowledge. A pupil's use of symbols, a communication board, practical equipment or alternative recording does not diminish the ambition of the learning.

Ordinarily Available Provision and purposeful adaptations

Our Ordinarily Available Provision (OAP) classroom offer includes predictable routines, accessible explanations, explicit teaching of vocabulary, worked examples, systematic phonics and mathematics teaching, checks for understanding, thinking time and useful visuals. Adults plan sensory and emotional regulation support sensitively, use flexible groupings for a clear purpose and give opportunities to contribute through speech, writing, practical work, signs, symbols or communication technology. The learning purpose remains ambitious even when the way of accessing it is adapted.

We use the Education Endowment Foundation's five a day approaches as a professional repertoire rather than a checklist for every lesson. Adults judge which supports make learning accessible and effective, then check whether the child understands, remembers and increasingly applies the learning. Scaffolds are reviewed so that pupils are not unnecessarily dependent on adult prompting; long term access arrangements are retained where needed.

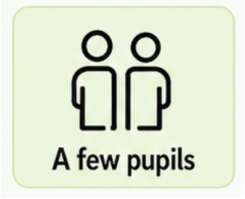
One classroom, shared responsibility

The class teacher plans and delivers teaching and feedback for every pupil. Assistant Teachers, therapists and other specialists extend that teaching through agreed practice, observation and coaching. Staff discuss the learning intention, the agreed prompt or resource, and how the pupil's response will be shared with the teacher. Support should increase children's access to their class, curriculum and peers rather than create avoidable dependence or separation.

Our commitment to inclusive teaching extends across the whole curriculum and every aspect of school life, including religious education, collective worship, sport, art, music, school council and enrichment opportunities. We recognise that children express their understanding, ideas and spirituality in different ways. Through thoughtful adaptations, we ensure every child has meaningful opportunities to participate, share their strengths and make a valued contribution to our school community.

Graduated provision and Assess, Plan, Do, Review

We organise provision for clarity into Universal, Targeted, Targeted Plus and Specialist. These are school descriptions, not legal categories. A child may access support across levels without having to pass through each one sequentially.

Level of support		How provision works
Universal 		Clear, inclusive teaching and everyday classroom support for all children. Teachers adapt explanations, resources, routines and practice in response to need.
Targeted 		Additional teaching or support for an identified need. Adults agree what it should help the child achieve, connect it with classroom learning and review progress.
Targeted Plus 		More personalised support when needs require closer assessment or a more detailed response. The inclusion team and relevant specialists help identify barriers and refine provision.
Specialist 		Coordinated specialist provision for significant or continuing needs. This may include an Education, Health and Care Plan, known as an EHCP, and agreed teaching or therapy support.

Every cycle follows Assess, Plan, Do and Review. We assess each child's strengths, needs and starting points, including their views and those of their family. We plan meaningful, measurable outcomes, identifying the strategies and provision required, who will deliver them, how often and when they will be reviewed. We deliver the agreed teaching and record the support provided. We review progress against starting points, participation and pupil and family experiences, identifying any barriers before refining or increasing support where needed.

Class teachers remain responsible for pupils' learning during interventions, whether in the classroom or elsewhere. When planning interventions outside the classroom, we ensure children do not unnecessarily miss important learning or time with their peers, and that new skills are reinforced through everyday classroom teaching. An Assistant Teacher attends direct therapy sessions alongside the child to learn the strategies used, enabling skills developed during therapy to be reinforced and embedded through indirect support in the classroom.



Recording and implementing the four part cycle

Stage	What staff record and what families can expect
Assess	Strengths, current learning, communication and wider needs; baseline; child and parent views; classroom response; any professional assessment.
Plan	A clear measurable next step; personalised OAP adaptations and any additional or different provision; adult support; amount, frequency, location and duration; review date and success criteria.
Do	Delivery of teaching and intervention, with accurate records of what happened and opportunities to apply skills in ordinary lessons. The class teacher remains responsible.
Review	Compare the child's response with the baseline and intended outcome, including participation and independence; hear child and family views; record what changes next and who will act.

The school's simple Assess, Plan, Do, Review (APDR) template may be used alongside EduKey Learning Plans and intervention records where a more explicit cycle of evidence is needed. We do not require a fixed number of unsuccessful cycles before seeking relevant specialist advice or before a family may request a statutory assessment.

The APDR extract below is a fictional example showing how one summer term cycle of support may be planned, delivered and reviewed. It is not a real pupil's record or a guaranteed package of provision.

The Blue School

Assess, Plan, Do, Review

Illustrative Summer Term APDR for families. Example measures and review findings, not a pupil's actual record.

Pupil: Child A (illustrative)	Cycle: Summer Term, Year 5
Period covered: April to July 2025	Staff: Class team, Beanstalk reader, SENDCo

Reading fluency and using strategies in class

Assess	At the start of the term, a sample word check showed 5/10 words read accurately. In class, Child A often waited for an adult to help with unfamiliar words. Her own views and her family's observations helped identify confidence and independent reading as priorities.
Plan	By the next review in July, Child A will read 8/10 agreed words accurately on two checks and use taught decoding and rereading in 3/5 classroom opportunities, with no more than one prompt. Plan: weekly Beanstalk reading alongside explicit class teaching and regular checks of transfer into lessons.
Do	A Beanstalk volunteer shared books, conversation and rereading each week to build enjoyment and fluency. In class, staff modelled how to decode and reread unfamiliar words, pre-taught key vocabulary and gradually reduced prompts. The teacher checked use of these skills in English and other subjects.
Review	At the July review, the sample checks showed 8/10 words accurate twice; Child A used the strategy in 3/5 classroom opportunities. The target was met. Reading was more independent, although longer words still slowed her fluency. Child and family views were included in deciding the next step.
Next steps	Continue classroom modelling and age-appropriate texts, introduce more complex word patterns and set a new fluency target in the next Learning Plan review.
Records used	Illustrative evidence: April baseline, Beanstalk reading notes, weekly classroom observations, July word checks and child and parent views. Figures are examples only.

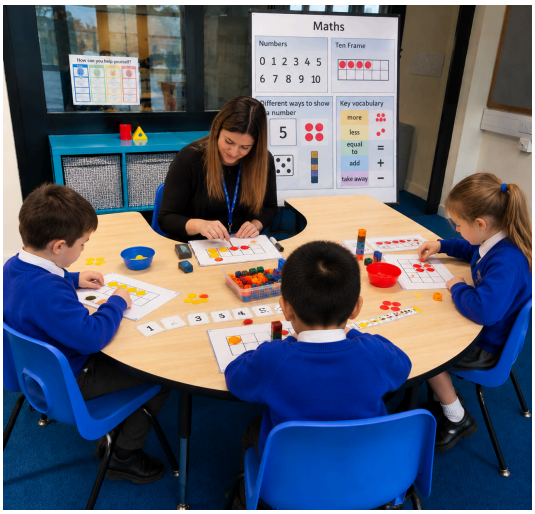
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Making intervention time count

Before an individual or small group session is allocated, the teacher and inclusion team define the specific need, why the selected approach is appropriate and what the child could miss by leaving class. A short intervention has a baseline, agreed frequency, an intended end or review point and a plan for using new learning in classroom routines. If progress is limited, we review whether the approach was suitable and delivered consistently before extending it.

The Rainbow Room, Ark and sensory spaces complement classroom teaching and provide purposeful, personalised support. The Rainbow Room supports assessment, speech and language therapy, occupational therapy, targeted teaching, communication and sensory needs, including activities such as Bucket Time. The Ark provides targeted academic support, while the sensory room offers supervised activities tailored to individual needs. Access to these spaces is determined by each child's assessed needs, rather than their SEND status alone. We regularly review their use to ensure children continue to access classroom learning, maintain friendships and remain fully included in the life of their class.







Learning Plans, pupil voice and family partnership

Every child receiving SEN Support or with an EHCP has an individual EduKey Learning Plan outlining their strengths, interests and needs across the four broad areas of SEND. Plans identify personalised, measurable targets, classroom adaptations and Ordinarily Available Provision (OAP), alongside any additional or specialist support. They specify who delivers the provision, how frequently it takes place and how progress will be evaluated. Targets normally begin "By the next review…" and include clear, observable success criteria.

We develop and review Learning Plans collaboratively with children and families at least three times a year, during the autumn, spring and summer terms, or sooner when needs, progress or circumstances change. Reviews consider the support delivered, progress against agreed outcomes and the child's experience of learning. Our Assess, Plan, Do, Review (APDR) records provide clear evidence of what has worked and inform the next steps. Updated plans are shared with families.

The extracts below show an illustrative EduKey Learning Plan for fictional Child A. The portrait, personal details, assessment figures, dates, provision frequencies, review results and family contributions are examples, not a real pupil's records or a guaranteed package of support.

Learning Plan for Child A



Fictional portrait

Stage: E (illustrative EHCP profile)

Date of birth: 20/02/2015 Gender: Female Tutor group: Year 5 example Year group: Year 5 House: Hope

Teacher: Class teacher Start date: 16/09/2024 Review date: 25/10/2024 Plan number: 1

ILLUSTRATIVE POLICY EXAMPLE. Baselines: 9 to 13 September 2024. Portrait, dates, delivery frequency, measures and quotations are examples, not live pupil records or a universal offer.

Assess

Areas of strength: Child A is a thoughtful, creative and friendly Year 5 pupil who enjoys stories, drawing, drama and learning about people and the world. She contributes confidently to discussion when texts are explained or read aloud and shows thoughtful understanding of characters and ideas. She enjoys choosing books and sharing recommendations with friends. Her persistence and willingness to try new approaches are strengths. Familiar routines, choice and supportive adult relationships help her take an active part in classroom learning.

Areas of concern: This illustrative profile has an EHCP and a primary specific learning difficulty affecting reading and spelling, with associated speech, language and communication needs. The assessment focus is not whether Child A can join an age appropriate curriculum, but what prevents her from accessing and demonstrating her understanding independently.

Communication and Interaction: Child A sometimes needs extra time to process new subject vocabulary and organise a verbal explanation about a text. When she is unsure, she may offer a very short answer despite having understood more. Guided talk, visual prompts and rehearsal help her contribute.

Cognition and Learning: Dyslexic difficulties affect accurate decoding of unfamiliar words, spelling and reading fluency. Longer texts increase effort and reduce the attention available for meaning. She benefits from explicit teaching of reading patterns, regular opportunities to practise and access to rich texts through reading aloud or audio. Decoding difficulty does not represent a limit on her ideas.

Social, Emotional and Mental Health: Child A can feel self conscious about reading in front of others. When worried that she will make a mistake, she may avoid taking a turn or decline to share an answer. Sensitive preparation, a trusted reading partner and opportunities to choose how she contributes support her confidence and belonging.

Sensory and Physical: No separate sensory or physical need requiring additional provision is identified in this illustrative cycle. Staff continue to check that reading materials, seating and any agreed recording options are accessible. Avoid adding a need without assessment evidence.

Illustrative Learning Plan extract: targets, desired outcomes, strategies, provision and staff responsibilities.

Plan

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Cognition and Learning Primary need: specific learning difficulty (dyslexia). Word reading, fluency and transfer into classroom texts.	1. By the next review, Child A will read at least 8 of 10 unfamiliar words containing the explicitly taught patterns in each of two weekly equivalent checks, and use an agreed decoding strategy in 4 of 5 sampled classroom reading opportunities. Illustrative baseline: 5 of 10 pattern words read accurately; strategy used without adult modelling in 2 of 5 classroom opportunities.	Child A will recognise and apply taught letter patterns more accurately and approach unfamiliar words with greater independence. She will use the same strategy during guided reading and wider curriculum lessons, while still accessing age appropriate content through suitable adjustments. Review both the taught word checks and transfer to classroom texts, not an intervention score alone.	Personalised OAP, daily: Class teacher models segmenting, blending, rereading and checking meaning; provides accessible text, guided reading and time to rehearse. Provide read aloud or audio when the intended objective is subject knowledge rather than decoding. Additional provision: Trained Assistant Teacher delivers three 15 minute structured word reading sessions weekly, teaching identified spelling patterns and checking retention. Coram Beanstalk reading helper provides two 30 minute one to one book sharing and discussion sessions weekly to develop enjoyment and confidence. Beanstalk complements, rather than replaces, explicit word reading teaching. Classroom transfer and review: Assistant Teacher shares the patterns and book talk focus with the teacher. In the next appropriate reading lesson Child A practises the pattern in class, explains words from the text and applies the strategy. Teacher samples five classroom opportunities each week. Record attendance, actual dose, weekly word checks and samples of classwork.	Class teacher Plans, teaches and checks classroom transfer. Assistant Teacher Teaches structured reading, links Beanstalk learning to lessons and logs provision. Beanstalk reading helper facilitates book sharing.
Communication and Interaction Understanding and discussing text vocabulary and meaning.	2. By the next review, following access to a text through reading, listening or adult support, Child A will explain its main idea and two supporting details in 4 of 5 recorded opportunities across two consecutive weeks, in at least two subjects. Illustrative baseline: main idea and two details shared in 2 of 5 opportunities, with structured prompts.	Child A will be able to contribute her understanding of ambitious reading material without decoding difficulty obscuring what she knows. She will use key vocabulary in discussion about English, science and history, supported by visual prompts or oral rehearsal when helpful.	Personalised OAP: Preteach two or three important words before a new text. Allow talk partner rehearsal, a story or information map, and flexible responses through speech, notes or pointing. Check meaning rather than assuming reading aloud demonstrates comprehension. Additional provision: Assistant Teacher provides two 10 minute vocabulary and retell sessions each week using material linked to current class learning. Beanstalk book talk creates further low pressure opportunities to discuss characters and ideas. Check impact: Class teacher samples five opportunities each week across English and another subject, noting the number of details explained and any prompting. Revisit the same ideas in classroom talk and writing.	Class teacher Selects curriculum texts and measures understanding. Assistant Teacher Preteaches vocabulary, models retell and shares observations.

Summary	
	Delivery (illustrative): 17 of 18 planned Assistant Teacher word reading sessions; 11 of 12 Beanstalk sessions; 11 of 12 vocabulary sessions; 6 of 6 weekly confidence check ins. The session missed was logged, and the class teacher reviewed whether the interrupted learning required revisiting. These delivery figures are examples, not verified historical records.
	Cognition and Learning: In the illustrative final two weekly checks, Child A read 8 of 10 and 9 of 10 pattern words, compared with 5 of 10 at baseline. She applied the decoding strategy in 3 of 5 classroom samples, compared with 2 of 5 initially. Word accuracy criterion met; classroom transfer criterion not yet met. Continue and adapt classroom practice.
	Communication and Interaction: Child A identified a main idea and two details in 4 of 5 samples in each of the final two weeks, compared with 2 of 5 at baseline, with vocabulary prompts and access to text. The criterion was met with the agreed supports; continue checking meaning across subjects.
	Social, Emotional and Mental Health: Child A joined and chose support in 3 of 5 final opportunities, compared with 1 of 5 initially. She reported feeling more comfortable talking about books with a familiar partner. Progress evident, but the 4 of 5 criterion was not yet met across two weeks.
	Sensory and Physical: No separate concern arose. Keep useful reading formats and review choices rather than adding an unnecessary intervention.
	Next steps: Retain structured decoding sessions and Beanstalk book sharing, but increase planned in class transfer opportunities. Rehearse the taught patterns in shared reading and science vocabulary; keep supportive choices for reading aloud. Review after a further six weeks or earlier if access changes. The school must secure all provision in any actual EHCP regardless of these illustrative measures.
Parent / Guardian contribution	Planning (illustrative parent voice): “She loves stories and knows a great deal about them, but she can lose confidence when she has to read unfamiliar words. We want her to enjoy books and be able to show her understanding.” Share preferred books and agreed strategies without expecting additional home tuition.
	Review (illustrative parent voice): “She is telling us about the books she chooses and is more willing to try a difficult word when someone gives her time. Please keep building confidence in class as well as in her reading sessions.” The school agrees to keep parents updated at the next review.
Pupil contribution	Planning (illustrative pupil voice): “I like adventure books and drawing characters. I can understand the story when I hear it, but some words take me ages. I want to read with someone who gives me time.” Child A chooses a reading partner and a visual reminder of her decoding strategy.
	Review (illustrative pupil voice): “I like talking about the book and choosing what happens next. I can try a tricky word, but I do not want to read to everyone.” Adults respect her preferences while continuing to offer ambitious reading experiences.

Illustrative review extract: recorded delivery, progress and parent and pupil contributions.

Every child's voice matters. We recognise different ways of communicating, including speech, drawing, signs, pictures, play and communication devices. We listen carefully to children's views and family knowledge, including disagreement and signs of comfort or distress, so that their experiences help shape decisions. We make meetings and information accessible, record concerns and agree clear actions and review dates.

Parents are formally informed when special educational provision is made and involved in decisions about significant changes. They may also seek independent advice or request an Education, Health and Care needs assessment directly from the local authority.

Working plans and progress reporting

Learning Plans are working documents that support responsive, personalised teaching. Parent consultations consider academic attainment and progress alongside individual outcomes. Parents also receive an annual written report on their child’s progress. We record the views shared, agreed adjustments and next steps, including the date of the next review.

Records, confidentiality and communication

The school uses EduKey to record individual Learning Plans, provision and reviews, and Arbor to manage assessment information, pupil records and school census data. In Nursery and Reception, Tapestry and Early Years assessment records, including the Early Years Foundation Stage Profile at the end of Reception, also contribute to understanding children's development and progress.

The SENDCo maintains an accurate overview of the SEND register and EHCP provision, while staff securely record referrals, parental communication, professional advice and intervention delivery. Class provision maps and intervention records help teachers and the SENDCo check that agreed support is in place and reviewed. Class teachers and the SENDCo review class provision maps at the beginning of each academic year and through termly pupil progress meetings, updating support sooner when children's needs or progress indicate a change is needed. Relevant information is shared appropriately with staff and external professionals to ensure consistent teaching, support and safeguarding, in accordance with the school's data protection and safeguarding policies.

Listening and acting on feedback

Pupil and parent voice shapes individual provision and wider school improvement. For example, when a family raised concerns about their child's transition, we worked together to develop a personalised timetable, providing teaching matched to the child's needs, support from familiar adults and opportunities to maintain friendships. We continue to review these arrangements with the family, ensuring their feedback and the child's progress and sense of belonging inform ongoing support. Feedback gathered through conversations, reviews and school surveys helps shape our wider inclusion priorities.

EHCPs and specialist provision

Where needs may require provision through an Education, Health and Care Plan, the school works with the family and Hounslow Council, bringing together assessment, APDR evidence, specialist recommendations and the pupil's views.

Requesting an EHC needs assessment

Parents or carers may request an EHC needs assessment directly from Hounslow Council and do not need the school's approval or a diagnosis. The school may also request an assessment. We help by providing evidence of strengths, needs, provision tried, progress, family and pupil views and appropriate specialist advice. The authority considers whether the child has or may have SEN and whether provision through an EHCP may be necessary. It normally decides whether to assess within six weeks; where it decides to issue a plan, the overall process to a final EHCP is normally completed within 20 weeks, subject to lawful exceptions.

For further guidance on the next steps in the process, please refer to our EHC Needs Assessment: Next Steps document

Delivering and reviewing a final EHCP

A final EHCP is a legal document. Section F specifies the special educational provision that must be secured. The responsible local authority has the statutory duty to secure that provision; the school works with families and professionals to arrange, deliver and accurately record the provision for which it is responsible, raising any delay, missing therapy, staffing difficulty or other barrier promptly with the authority and family. Funding arrangements do not override Section F. Individual adult support is determined by assessed need and the provision specified in the plan, rather than EHCP status alone. Class teachers monitor and record progress towards the outcomes in Section E every two weeks through Individual Education Plan (IEP) trackers. These records inform teaching, family discussions and reviews; progress towards an outcome does not replace checking that Section F provision has been delivered.

The local authority retains responsibility for statutory EHCP reviews. Plans must be reviewed at least every 12 months; for children under five, the Code of Practice recommends considering reviews every three to six months in addition to the annual duty. At The Blue School, we aim to hold annual review meetings approximately every 10 months, allowing time for the authority's decision and any necessary amendments. This scheduling supports, but does not replace, the statutory deadlines. Reviews bring together the child's and family's views, progress, aspirations, changing needs, the effectiveness of provision and preparation for transitions. An earlier review may be requested where a child's needs or circumstances change.

We invite parents and the relevant education, health and social care representatives, giving at least two weeks' notice and circulating the information and advice gathered at least two weeks before the meeting. The school sends the review report and recommendations to the local authority and everyone invited within two weeks afterwards. The authority must notify parents and the school within four weeks of the meeting whether it will maintain, amend or cease the plan, explaining the relevant rights. The SENDCo follows up overdue decisions or provision concerns.

Where a child's needs require significant additional support or a review of their placement, we work closely with families, the local authority and specialist professionals to ensure decisions are informed by clear evidence of the child's needs, progress and safety. We continue to provide appropriate support while decisions are made through statutory processes.

Roles, responsibilities and governance

Role	Accountability and expected practice
Governing Body	Approves and reviews policy; fulfils statutory SEND and equality duties; oversees the inclusion strategy, funding, accessibility and outcomes; ensures a qualified teacher is designated as SENDCo and has the required qualification or training, time, authority and support.
SEND link governors	Linz Nolan and Livina Wilkins monitor quality and impact, seek pupil and parent perspectives and report challenge and assurance to the board.
Headteacher	Matt White has overall responsibility for inclusive provision, resourcing, implementation, staff development, equality duties and safeguarding.
Assistant Headteacher and SENDCo	Hollie Stallwood leads day to day coordination, as a member of the Senior Leadership Team; advises on identification, graduated support and resources; coordinates specialist liaison, EHCP processes, family partnership, accurate records and impact monitoring; and supports local authority review of provision and the Local Offer.
SEND and Inclusion administration	Jane McLoughlin supports the SENDCo with referrals, family and professional communication, secure records and administrative arrangements for EHCP reviews. Families can make contact through the school office.
Class teachers	Remain accountable for every pupil's learning, progress and development; provide adaptive teaching; implement and review Learning Plans; coordinate Assistant Teachers and specialist advice; implement relevant Section F requirements, report delivery concerns promptly to the SENDCo and monitor EHCP outcomes through fortnightly IEP trackers; communicate regularly with children and families.
Phase and subject leaders	Check curriculum access, consistency of classroom teaching, staff support, assessment and intervention impact in their areas.
Assistant Teachers and specialist professionals	Assistant Teachers deliver agreed support under teacher direction, record meaningful observations and promote independence. Therapists and other specialists assess, advise and deliver or oversee specialist programmes within their professional responsibilities, working with teachers and families to support classroom application.
Pupils and families	Share strengths, aspirations, concerns and experiences, contribute to plans and reviews and are treated as genuine partners in decisions.

The SENDCo leadership role ensures that inclusion informs teaching, curriculum, safeguarding and school improvement.

Responsibilities that cannot be delegated away

The governing body retains responsibility for the school's SEN duties, inclusion culture and oversight, even when it delegates monitoring to link governors or operational leadership to the Headteacher and SENDCo. It must use its best endeavours to secure appropriate special educational provision, ensure pupils with SEN can engage in the activities of the school alongside their peers and ensure parents are notified where SEN provision is made. It must ensure appropriate arrangements for children with medical conditions, accessibility, a suitably qualified SENDCo and the publication of statutory information. It also cooperates with the local authority in reviewing local provision and developing the Local Offer.

The Headteacher ensures that the SENDCo has adequate time, professional learning, authority and leadership support to fulfil the role effectively. Leaders consider patterns in identification and provision, including differences between pupil groups and comparisons with local and national information, to identify barriers, review teaching and strengthen support.

Governors' questions and financial assurance

At least termly, the governing body or its designated committee receives proportionate evidence about the current needs profile, attendance, learning, behaviour and belonging, implementation of agreed provision, accessible environments, staff development, family and pupil views, and areas requiring action. Governors also seek assurance that spending from the notional SEN budget, high needs top up funding and the Inclusive Mainstream Fund is authorised, properly recorded, evaluated and compliant with applicable financial controls and grant conditions. The SENDCo meets the inclusion link governors termly and provides an annual evaluation of SEND provision, highlighting children's achievements, the impact of support, pupil and family feedback, and priorities for improvement.

The Inclusion Strategy 2026 to 2027 complements this policy and is subject to separate Governing Body approval. The school's financial lead and governors will review the funding allocation and proposed activities to ensure resources are used effectively to strengthen inclusive teaching and improve outcomes for children. The strategy will be published by 31st December 2026, in accordance with the Inclusive Mainstream Fund conditions of grant.

Belonging, behaviour, wellbeing and safeguarding

Belonging, emotional safety and learning are connected. We take a relationship based and trauma informed approach, recognising that distress, withdrawal or behaviour may communicate an unmet need. Staff use predictable routines, respectful communication, co-regulation, Zones of Regulation approaches and positive behaviour support, with individual plans and risk assessments where needed.

Our shared behaviour expectations of **Ready, Respectful and Responsible** apply to every child and are explicitly taught through accessible language and routines, with reasonable adjustments reflecting individual needs and disabilities. Through calm, consistent and restorative responses, positive relationships and personalised support, we help children develop communication, emotional regulation and social skills while maintaining the safety, dignity and learning of everyone. Our specialist spaces provide purposeful, planned support and are never used as an automatic response to SEND or as a form of informal exclusion.

Personalised behaviour and regulation plans may include preventative strategies, communication support, sensory adjustments, positive reinforcement, agreed adult responses and clear safety arrangements. When a child is distressed, adults consider the environment, demands and relationships, support co regulation and, when the child is ready, help them repair relationships and return to meaningful learning. Any intervention is proportionate, recorded appropriately and reviewed. Adjustments change how an expectation is communicated or supported, not our commitment to a safe, respectful community.

Understanding the needs behind a child's response

We take time to understand what a child is experiencing before deciding how to respond. Difficulty beginning a task, following an instruction, managing a change or joining an activity may reflect barriers involving communication, learning, attention, sensory processing or emotional wellbeing. We consider the situation, listen to the child and family, and avoid assuming that a response is deliberate defiance.

The examples on the table illustrate possible needs and supportive approaches. They are not a diagnostic checklist, and the same response may have different explanations for different children. We do not assume that every behaviour is caused by SEND or that children with the same diagnosis need identical support.

Individual need or experience	What adults may notice	How we seek to understand
Autism Spectrum Condition (ASC)	Changes to routines, unfamiliar social situations or sensory overload may lead to distress, withdrawal or an overwhelming response sometimes described as a meltdown.	Prepare children for changes, use clear language and visual information, consider sensory demands and allow time to recover. We recognise different ways of communicating and connecting with others.
Attention Deficit Hyperactivity Disorder and difficulties with attention or organisation (ADHD)	A child may find it difficult to sustain attention, remember instructions, wait, organise a task or remain still.	Use manageable steps, visual reminders, planned movement and clear starting points. We check understanding and adapt the task or environment rather than assuming the child is not trying.
Speech, language and communication needs (SLCN)	A child may miss instructions, give an unexpected answer, struggle to explain a difficulty or become frustrated when they cannot make themselves understood.	Use accessible language, pictures and demonstrations, allow processing time and check understanding. We support the child to ask for help and express ideas, feelings and choices through their preferred communication method.
Specific learning difficulties, including dyslexia, dyscalculia and difficulties with written expression (SpLD)	Reading, spelling, writing or mathematical tasks may require considerable effort. A child may hesitate, avoid particular activities, work slowly or become frustrated.	Identify the specific skill or task demand creating the barrier. Provide explicit teaching, manageable steps, suitable resources and alternative ways to demonstrate understanding where appropriate, while continuing to teach the skills the child needs.
Sensory processing differences or difficulties	A child may cover their ears, avoid particular textures or spaces, seek movement or become distressed in a busy environment.	Consider noise, lighting, touch, clothing, movement and seating. Agree helpful adjustments and sensory resources with the child and family, drawing on occupational therapy advice where needed.
Social, emotional and mental health needs (SEMH)	Worry, withdrawal, irritability, avoidance or difficulty managing feelings may affect participation and relationships.	Listen carefully, consider pressures within and beyond school, provide trusted relationships and predictable support, and agree manageable next steps. ELSA or specialist advice may be appropriate according to assessed need.

Where difficulties with emotional regulation, relationships or responding to demands are persistent, we work with families and relevant professionals to understand the child's needs. Where a professional assessment identifies a condition such as oppositional defiant disorder (ODD), we use the recommendations to inform personalised support. We do not infer a diagnosis from refusal, disagreement or an isolated incident.

Emotional Literacy Support (ELSA)

Our trained Emotional Literacy Support Assistant (ELSA) provides personalised individual and small group support in our Harmony Hub for children who need additional help with emotional understanding, confidence, friendships, managing worries and developing

regulation strategies. Support is carefully planned with class teachers, families and the SENDCo, with clear outcomes and regular reviews to evaluate its impact. Strategies developed during ELSA sessions are reinforced in everyday classroom routines, helping children build emotional resilience, independence and positive relationships. Where more specialist support is needed, we work with families and relevant professionals to agree appropriate next steps.

Parents and carers can request ELSA support for their child by completing our Parent ELSA Referral Form, available here.



We recognise that children with SEND may face additional safeguarding vulnerabilities, including bullying, exploitation and barriers to recognising, communicating or being believed about concerns. Staff are trained to notice changes in behaviour or attendance and do not assume these are explained by SEND. We provide trusted adults and accessible ways to express concerns through speech, signs, symbols, communication aids, drawing, play or careful observation. Staff report concerns promptly to the Designated Safeguarding Lead (DSL), in accordance with our Safeguarding and Child Protection Policy; action never waits for a planned SEND review. We monitor bullying, discrimination, peer relationships and access to play and enrichment, taking children's experiences seriously.

For children who are looked after or previously looked after, we provide coordinated, personalised support. Our Designated Teacher, Mr Kelly, works closely with the SENDCo, class teachers, families, carers, social workers and the Virtual School as appropriate, promoting wellbeing, stability and educational progress. For children who are looked after, the Personal Education Plan (PEP) is aligned with their Learning Plan and EHCP outcomes where applicable. For other children known or previously known to social care, the DSL and relevant professionals coordinate education and safeguarding support; a PEP is not automatically required because a child has social care involvement.

Attendance, medical needs and accessibility

We hold the same ambition for full participation and suitable education for children with SEND while recognising that health, anxiety, sensory difficulties, disability and family circumstances can create individual attendance barriers. Attendance is recorded accurately under the school Attendance Policy.

Where required, we work closely with families, healthcare professionals and school welfare staff to develop Individual Healthcare Plans, allergy arrangements and risk assessments. For children experiencing prolonged illness, we plan appropriate support to maintain learning and ensure a safe, positive return to school. Temporary reduced timetables are considered only in exceptional circumstances, authorised by the Headteacher, agreed with families, time limited, recorded in a written plan with safeguarding arrangements and a planned end date, and regularly reviewed in accordance with statutory guidance. The local authority is involved where the child has an EHCP. They must never replace a child's entitlement to suitable education and appropriate provision.

Where illness prevents suitable education at school, we work with the family, healthcare professionals and the local authority to maintain education and relationships, seeking suitable alternative education where the authority's duties apply. A reduced timetable must not be used to manage behaviour or compensate for missing provision.

Support for barriers to attendance

Attendance and belonging are considered together. The school monitors attendance patterns weekly and responds before a problem becomes entrenched. An emerging concern, including attendance falling below 96%, prompts an individual review; at 95% or below, staff discuss support and the Hounslow pathway. Persistent absence means missing at least 10% of possible sessions. A percentage alone does not determine whether absence is authorised or what support is needed. We seek the child's and family's views and agree school actions, a named lead and review date.

For children with SEND or health needs, adjustments may include calm arrival routines, a familiar adult, accessible teaching, a trusted person, sensory support, suitable medication or rest arrangements, and supported return following illness. The Attendance Policy describes the legal recording and notification arrangements; illness is not treated as unauthorised merely because a child's attendance is low.

Accessibility and the physical school environment

Our updated Accessibility and Equalities Policy addresses three connected areas: increasing participation in the curriculum, improving physical accessibility and ensuring information can be accessed in suitable forms. Some areas of our historic site have restricted routes and room access. Staff plan practical solutions with families and relevant professionals, including room allocation, accessible toilets and routes, auxiliary aids, formats and alternative recording arrangements.

The accessibility audit informs planned improvements and individual adjustments. The SENDCo, Headteacher, premises staff and governors consider whether barriers remain, prioritise action and keep families informed. The current approved Accessibility Plan remains the published reference until any revised version is formally approved.

Admissions, transitions and wider school life

The Blue School is a voluntary aided Church of England primary school whose Governing Body is the admission authority. We plan entry to Nursery and Reception, in year moves, transitions between classes and Year 6 transfer with families, receiving staff and professionals.

Fair admission and planned transition

An EHCP placement is considered through the separate statutory consultation and naming process. Once a final EHCP names The Blue School, the school must admit the child before other places are allocated; the place is not subject to ordinary oversubscription criteria or a condition that additional funding first be agreed. For admissions outside this process, the governing body applies its published admissions arrangements fairly and does not unlawfully discriminate against children with SEN or disabilities. Families may discuss access needs before entry so that adjustments and support can be considered promptly.

Teacher transition meetings consider strengths, learning, communication, current adjustments, personal safety, friendships, effective strategies and the next planned targets. EduKey and other approved school systems support secure handover. More complex transitions are planned with families, the SENDCo and relevant therapists, including All About Me information, additional visits, photographs, visual resources transition and booklets, social stories, familiar adults and changes to routines. The Year 6 transition process includes liaison with the receiving secondary school and opportunities to develop independence, self advocacy and organisational skills.

For children with an EHCP transferring between phases of school education, we work with the responsible local authority so that the review and any necessary amendments, including the next placement, are completed by the statutory 15 February deadline in the year of transfer.

Participation beyond lessons

Children with SEND are supported to participate alongside their peers in lessons, play, lunch, worship, clubs, school council, trips, swimming, performances and enrichment. We consider access from the outset of planning. We adjust information, supervision, risk assessments, transport, sensory demands and activities where reasonable. The child and family help evaluate whether participation is meaningful, not merely whether the child was physically present. Any limitation is individually justified and reviewed, never assumed from a diagnosis or SEND status.

Specialist teams, training and resources

Our Inclusion Team brings together specialist Assistant Teachers, speech and language therapy, occupational therapy, educational psychology, emotional literacy and targeted teaching expertise.

Communication and language are priorities because they represent a significant area of need in our community. Staff use specialist advice to improve adult language, visual support, vocabulary teaching, communication choices and the use of agreed communication systems throughout everyday routines. Therapists coach staff as well as provide direct work, enabling strategies to generalise to the classroom. Professional development draws on the Core Pedagogy guide, EEF inclusive teaching and effective Assistant Teacher deployment.

Interventions may include structured language work, Talk Boost, dyslexia and dyscalculia support, phonics, Beanstalk reading, writing and mathematics teaching, ELSA, supported social interaction and occupational therapy activities. Programmes are chosen for assessed need, delivered by suitably prepared adults and reviewed for progress and curriculum access.

The three priorities of our 2026 to 2027 Inclusion Strategy

Priority	What we strengthen in everyday practice	How we evaluate change
Communication in every classroom	Manageable adult language, explicit vocabulary, processing time, visual and alternative communication support; specialist advice embedded in lessons.	Observations and learning walks, pupil communication and participation, classwork and family feedback.
Expert staff in every phase	Teacher and Assistant Teacher shared planning, speech and language coaching, practical rehearsal, modelling and feedback through the Rainbow Room and phase teams.	Staff learning records, coaching, observations and evidence of more independent pupil responses.
Early support and belonging	Timely referral and triage, planned support with baseline and review, collaborative work with families and specialists, access to peers and the curriculum.	Learning Plan and intervention outcomes, attendance, participation, wellbeing, pupil and family voice.

These priorities reflect our needs analysis, in which speech, language and communication was a particularly prevalent primary area of SEN. They align with the Department for

Education's seven principles of inclusion: ambitious leadership; early evidence informed support; adaptive teaching and accessible curriculum; enrichment; safe and respectful belonging; family and agency partnerships; and inclusive environments. Our funded strategy is a time limited improvement plan. The SEND policy is the wider framework that continues beyond a particular funding year.

Professional learning that changes practice

We develop expertise through specialist assessment and advice, demonstration, structured practice, observation, reflection and feedback. Speech and language therapists, occupational therapy and educational psychology inform classroom approaches alongside direct provision. Assistant Teacher development follows Prepare, Observe, Practise, Apply and Review. Staff who miss training and new starters are included in induction and follow through so that children experience consistent support across classes. Leaders evaluate changes in everyday practice and children's experience, not training attendance alone.

The SENDCo works with the Headteacher and phase leaders to identify training priorities through classroom visits, feedback, pupil needs and review evidence. Staff are supported to implement a manageable number of approaches well. Learning walks explore what children can understand and do, how they communicate and participate, and whether adults are adapting support appropriately, rather than seeking a prescribed classroom display or script.

Staff development includes recognising how communication, learning, attention, sensory and emotional needs may influence a child's responses. The SENDCo supports staff to use observation, family knowledge and specialist advice to understand patterns without making assumptions about intent. Individual behaviour and regulation plans record early signs of distress, possible contributing factors, preventative adjustments and agreed adult responses. Relevant adults receive the information and guidance needed to apply these approaches consistently, with reviews considering the child's wellbeing, participation and learning.

Commissioned and local professional partnerships

Where appropriate we work with Hounslow's SEND and Early Years services, the Educational Psychologist Hayley Morgan, speech and language and occupational therapists, health practitioners, specialist advisory teachers, school nursing, social care, CAMHS and relevant voluntary services. We seek consent where required, clarify the purpose and expected outcomes of involvement, follow safeguarding and data protection duties, and explain professional recommendations to families.

We help families use Hounslow's SEND Local Offer to understand education, health, social care and community support, and cooperate with the local authority in reviewing local provision. Our SEND Information Report provides current service information and access routes.

Working with families and wider support services

Where wider family circumstances affect a child's wellbeing, attendance or learning, we work sensitively with parents and carers to explore support through Hounslow Early Help, Family Hubs and other community services. We recognise each family's strengths and work together to identify helpful support before difficulties escalate. Where several services are involved, we seek a coordinated approach so that families understand the agreed actions and know who to contact.

Evaluating impact and improving provision

Leaders evaluate both the quality of provision and its impact. Evidence includes classroom visits, work scrutiny, curriculum and assessment information, Learning Plans, intervention records, pupil voice, family feedback, attendance, participation, safeguarding patterns, specialist advice and statutory EHCP compliance. We ask whether provision was delivered, was appropriate and made a meaningful difference.

The 2026 Year 6 cohort included 25 pupils recorded with SEN. Seventeen met the combined expected standard in reading, writing and mathematics (68%), compared with a provisional England SEN figure of 26%. Subject outcomes were reading 80%, writing 72% and mathematics 80%.

For 21 pupils with comparable Year 2 and Year 6 records, combined attainment rose from 11 of 21 (52.4%) to 16 of 21 (76.2%). We also assess progress against individual starting points in communication, emotional regulation, confidence, friendships, independence and participation. These data help us ask better questions about teaching and support.

Our inclusion self evaluation aligns with the Ofsted state funded school inspection toolkit in use from September 2026. Leaders examine early identification, excellent everyday teaching, specialist advice put into practice, accessibility, belonging and the educational impact of any specialist space.

A transparent approach to evidence of impact

Review point	Evidence leaders and governors consider
Classroom and ongoing	Quality of inclusive teaching; pupil responses; delivered adjustments; classwork, assessment and small changes in independence and participation.
Termly Learning Plan review	Learning Plan targets compared with baselines; whether additional provision happened as planned; teacher, pupil and family views; next steps.
EHCP review and in year monitoring	Section F provision delivery, therapy and adult support evidence, progress towards outcomes, safety and access, and any need for earlier local authority review.
Whole school leadership and governors	Trends in SEND identification and need, attainment and progress, attendance and participation, complaints and concerns, specialist capacity, accessibility and funding assurance.

Leaders compare like with like, identify the number and needs of pupils represented, and avoid inferring that one year group's results prove the effectiveness of a particular intervention. We assess the experience of children whose progress is not captured by age related attainment measures and consider the impact of pupils' SEND, disadvantage, EAL, social care involvement and mobility where appropriate. We use anonymised or aggregated information for public reporting.

Our evidence includes direct pupil and parent feedback, including examples of changes made after a concern was raised. We examine both improvement and gaps, then identify the leader responsible, timescale and follow up checks. Staff use this evidence to explain each child's strengths and needs, the support agreed, what was delivered, the difference it made and next steps to help the child achieve, belong and thrive.

Understanding our 2026 outcomes

The 2026 Year 6 outcomes predate the Autumn 2026 inclusion development programme. They demonstrate achievement by that cohort and provide a useful baseline for analysis, but do not demonstrate the effect of newer staff training or Inclusive Mainstream Fund activity. Later evaluations will use subsequent observations, pupil outcomes and delivery records to test the impact of those changes.

Concerns, complaints and independent advice

Families are encouraged to raise concerns first with the class teacher, then with Hollie Stallwood, SENDCo, or Matt White, Headteacher.

Free, impartial and confidential advice is available through Hounslow SENDIASS on 020 8583 2607 or sendiass@hounslow.gov.uk.

SENDCo contact: hollie.stallwood-bracken@theblueschool.com

School office: 020 8560 6721

The Blue School, North Street, Isleworth, TW7 6RQ.

What families can expect when raising a concern

The school will hear the concern, consider the child's voice, review relevant plans and records, explain who is responsible, and agree what will happen and when the response will be reviewed. Parents may request information in a more accessible form or bring a trusted person to a meeting. If informal resolution is not possible, the published school Complaints Procedure applies.

A school complaint does not replace separate rights concerning local authority EHC needs assessment or EHCP decisions, or disability discrimination. Parents may use disagreement resolution and, where applicable, mediation or appeal to the First tier Tribunal (SEND). Families should seek advice promptly and follow the deadlines in their decision letters. Hounslow's mediation provider is Global Mediation, contactable on 0800 064 448 or SEN@globalmediation.co.uk. The SEND Information Report and Local Offer explain the available routes.

Hounslow SEND Local Offer and independent advice

Publication, monitoring and connected policies

This policy is reviewed by the SENDCo with the Headteacher annually and sooner when legislation, school arrangements or the needs of our community change. The Governing Body approves the policy and monitors implementation. The separate SEN Information Report is updated at least annually and when its information materially changes.

Read this policy alongside the SEND Information Report, Core Pedagogy Families Information Guide, Inclusion Strategy, Accessibility Plan and Audit, Admissions Policy, Attendance Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy, Safeguarding and Child Protection Policy, Anti Bullying Policy, Equality Information and Objectives, Complaints Policy, data protection and Health and Safety arrangements.

The connected school policy framework

The following links provide the current published school information. Some linked documents may still display earlier approved versions while their October 2026 replacements are being reviewed. The school office can provide the most recent approved copy and accessible formats.

SEND and Inclusion Information Report

Core Pedagogy

Inclusion Strategy

Pupil Premium Strategy

Interaction and Communication Appendix on TBS Behaviour Policy

Accessibility and Equalities Policy

Attendance policy

The Blue School policies and procedures

The Blue School admissions information

The Blue School Christian vision

Statutory guidance and current national direction

DfE: Maintaining SEN information and publication duties

DfE: School governing boards and SEND duties

DfE: Developing an inclusion strategy using the Inclusive Mainstream Fund

Keeping Children Safe in Education 2026

DfE: School Admissions Code

Understanding needs: information for families

Families may find it helpful to learn more about particular learning differences, disabilities and developmental needs. The information below supports understanding and discussion; it does not replace an individual assessment or professional advice. Our SENDCo can explain relevant assessment and referral routes. Classroom observations and screening help identify support needs but do not, on their own, establish a formal diagnosis. Appropriate teaching and adjustments continue while assessment is considered or awaited.

Some resources are published by NHS services outside Hounslow and are included for general information. Local assessment and support routes should be checked through our SENDCo, the child's GP or the Hounslow SEND Local Offer.

Information families may find helpful	Link to include
Autism, assessment and support while waiting	NHS: autism assessments.
Understanding autistic overwhelm and meltdowns	National Autistic Society: understanding and supporting meltdowns.
ADHD	NHS: ADHD in children and young people.
Speech, language and communication	Speech and Language UK: help for families.
Dyslexia and assessment	British Dyslexia Association: dyslexia assessment and support.
Dyscalculia	British Dyslexia Association: dyscalculia.
Difficulties with written expression, including dysgraphia	NHS children's services: neurodiversity information, including dysgraphia.
Coordination difficulties and dyspraxia	NHS: developmental coordination disorder in children.
Sensory processing differences	Black Country Children's NHS services: sensory processing information.
Emotional wellbeing and mental health	NHS: supporting a child or young person with mental health needs.
Professional assessment and support for conduct disorders, including ODD	NICE: information for parents and carers.

Department for Education: SEND Code of Practice, 0 to 25 years

Department for Education: Behaviour in schools