THE BLUE SCHOOL

CHURCH OF ENGLAND

Special Educational Needs and Disabilities Information Report

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
Revised	October 2026
Approval	Draft for Governing Body approval.
Next review	Autumn 2027

Hope	Dignity	Wisdom	Community



Welcome

Every child is welcome at The Blue School

We believe that every child should feel safe, included, listened to and proud of who they are. Some children need different teaching, a change to their environment or extra help to take part in school life. This report explains what families can expect.

You can ask for a paper copy, larger print, time to read it with someone, or information explained aloud. We will work with you to find a helpful way to communicate.



Talk to us

Your SENDCo: Mrs Hollie Stallwood

Mrs Stallwood is our Assistant Headteacher and Special Educational Needs and Disabilities Coordinator (SENDCo). She works with teachers, families and other professionals to help children learn and flourish.

As a core member of the Senior Leadership Team (SLT), Mrs Stallwood has the strategic authority to ensure that SEND provision is prioritised at every level of the school's leadership and daily practice.

Mrs Stallwood works closely with children, families, teachers and specialist professionals to understand individual needs, remove barriers to learning and ensure every child receives the support they need to flourish.

With a BA (Hons) degree awarded First Class Honours, specialising in Special Educational Needs and Disabilities, alongside the National Professional Qualification for SENCOs (NPQSENDCo), Mrs Stallwood brings specialist knowledge and expertise to her role.

She advocates for children and their families, helping them access specialist advice, assessments and support through Hounslow's services. She also coordinates referrals and gathers evidence through the Assess, Plan, Do, Review cycle to support requests for Education, Health and Care (EHC) needs assessments and additional provision.

Mrs Stallwood supports families throughout the EHCP process, including annual reviews, and provides school evidence and guidance when families are navigating mediation or appeals to the SEND Tribunal. She can also direct families towards independent advice and support.

Above all, her role is to ensure that children's voices are heard, families feel supported and every child has the opportunity to achieve, belong and thrive at The Blue School.

Telephone: **020 8560 6721**. Email: hollie.stallwood-bracken@theblueschool.com. You can also email office@theblueschool.com or ask reception for an appointment. Tell us if you would prefer a telephone conversation, a written summary, a larger print version or someone to explain the information with you.

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

Headteacher: Mr Matt White.



Our Vision

Our vision and values: Every child belongs

At The Blue School, our Christian vision is to nurture “wisdom, hope and dignity in everyone, to build a Christian community”. Rooted in Colossians 3:17, this vision shapes how we welcome, teach, care for and support every child.

We believe that every child is wonderfully unique, with their own strengths, abilities, interests and aspirations. Every child deserves to feel valued, understood and included, regardless of their starting point or the challenges they may face.

As a Church of England school, we warmly welcome children and families of all faiths and those with no religious belief. We recognise that children experience the world, communicate and learn in different ways. Some children may need additional support, while others may have needs that are still being understood. Our responsibility is to recognise each child's individuality, remove barriers to learning and provide the opportunities and encouragement they need to flourish.



Hope



Dignity



Wisdom



Community

How our values guide everyday inclusion

Our Value	What adults do	What this means for your child
Hope	We recognise every child's strengths, hold high aspirations and celebrate progress, however big or small. We believe in what each child can achieve.	"My teachers believe in me. I can learn, grow and achieve things I am proud of."
Dignity	We respect each child's individuality, listen to their voice and recognise different ways of communicating, learning and expressing feelings. We offer support with kindness and sensitivity.	"I am valued for who I am. My needs are understood, my voice matters and I feel safe asking for help."
Wisdom	We take time to understand each child, listen to families and use careful assessment, research and specialist advice to provide the right support. We reflect on what works and make changes when needed.	"The adults know me, understand how I learn and help me overcome challenges."
Community	We create a welcoming, inclusive environment where every child can develop friendships, participate in learning and contribute to school life. We celebrate our differences and learn from one another.	"I belong. I have friends, I am included and I have something special to contribute."

Find the information you need

Find the question that matters to you.

Working together: Support if you are worried about your child

Our school and our children: Our numbers, inclusion and English as an additional language

Understanding Educational Needs: The 4 broad areas of need

Getting help: Who to speak to, identifying needs and deciding on SEND Support

Teaching and support: Four levels, learning plans, classroom adaptations and communication

EHCPs: What is an EHCP? How to obtain a Needs Assessment and how EHCPs are reviewed

Our impact: SEND outcomes, attendance and evidence of children belonging and thriving

Keeping children included: Wellbeing, safety, trips, medical needs, admission and transition

Questions, concerns and your rights

Outside help: Local Hounslow teams, NHS services, family organisations and mediation

Useful words: Plain English glossary, family questions and links to school policies

A checklist for meetings



Belonging

Belonging is part of learning

At The Blue School, inclusion means much more than being present in a classroom. It means feeling that you belong, having opportunities to participate, developing meaningful relationships and knowing that your contribution matters.

We recognise that communication is different for every child. We listen through conversations, pictures, symbols, signing, communication boards and careful observation. We pay particular attention to children who may find it difficult to express their feelings, communicate their needs or tell us when something is wrong.

We believe that special educational needs should never place a ceiling on a child's aspirations. Achievement may be demonstrated through academic progress, increasing independence, developing friendships, learning to regulate emotions, communicating an idea or mastering a new skill. Every step forward matters.

Our approach begins with high quality, inclusive teaching, supported by thoughtful adaptations, targeted interventions and specialist provision where needed. We work closely with children, families and professionals to understand individual needs, build on strengths and ensure that support makes a meaningful difference.

Most importantly, we recognise that parents and carers know their children best. By listening to families and working together, we can help children feel understood, confident and ready to embrace the opportunities ahead.



Our Commitment

Our commitment to you and your child

We want every family to know that they are welcomed, listened to and valued as part of The Blue School community. You do not need to wait for a diagnosis to share concerns or ask for support.

This SEND Information Report explains how we identify children's needs, what support is available, how we work with families and where you can find further advice.

We want this information to be accessible to everyone. If you would prefer us to explain anything in a different way, or would like support in understanding the information, please contact our SENDCo.

Our hope is simple: that every child at The Blue School feels known, valued, included and supported to become the very best version of themselves.

How we work together to support your child



Start here

If you are worried about your child

1. Tell your child's class teacher what you have noticed at home or what your child has told you.
2. We will listen, look at your child's strengths and needs and agree helpful teaching or support.
3. If more help is needed, the teacher will involve the SENDCo. We will talk with you about assessment, a learning plan or advice from a specialist.

You do not need a diagnosis, an EHCP or a referral letter to speak to us or ask for help.

If you would like support from the SENDCo, please complete this request form and email it to hollie.stallwood-bracken@theblueschool.com.

The Blue School SENDCo Parent Support Request



Learning plan

We make a learning plan together

When your child needs SEN Support, the class teacher and SENDCo agree clear targets and teaching strategies with you and your child. You can ask for a copy and discuss what will happen next.



Progress

We review the support with you

We review SEN Support together at least three times a year and sooner if needed. We listen to your child, check progress and change support when it is not helping.

HOUNSLOW SENDIASS
Information Advice and Support Service

Independent advice

Independent advice and support

We want every family to feel listened to, informed and confident when making decisions about their child.

Families can also access free, confidential and impartial advice from Hounslow SENDIASS, which works independently of the school and the local authority's SEND team.

They can help you understand your child's rights, SEN Support, EHCPs, assessments, annual reviews, mediation and appeals.

You can contact them directly at any time, even if your child does not have a diagnosis or EHCP.

Hounslow SENDIASS

Telephone: 020 8583 2607

Email: sendiass@hounslow.gov.uk

1 Our school and our children



Our school

The Blue School at a glance

The Blue School is a Church of England primary school, welcoming children aged 3 to 11, from Nursery through to Year 6. Our school community celebrates a rich diversity of strengths, cultures, languages and learning needs.

427	116	10	204
Pupils on roll Oct 2026	On SEND register Oct 2026	Pupils with EHCPs Sept 2026	Children who are EAL Oct 2026

As of October 2026, we had 427 children on roll, with 116 children recorded on our SEND register, representing approximately 27% of our school community. This includes children receiving SEN Support, children whose needs are being monitored and children with an Education, Health and Care Plan (EHCP).

Every child on our SEND register has an individual Learning Plan, which identifies their strengths, areas of need, personalised targets and the support in place to help them flourish.

Currently, 10 children have an EHCP, with Education, Health and Care needs assessments (EHCNAs) underway for a further four children.

These figures are reviewed regularly and may change as children join or leave our school and as their individual needs are identified, understood and supported.



Our community

How has our community changed?

The Blue School has experienced significant growth in the number of children identified with special educational needs, rising from approximately 50 children (10.9%) in January 2024, to 87 children in January 2025 and 116 children (27.2%) in October 2026.

This reflects our changing school community, increasing demand for SEND provision and our continued investment in identifying, understanding and supporting children's individual needs.



Our diverse community

A growing and increasingly diverse community

At The Blue School, we welcome every child and celebrate the diversity of strengths, cultures, languages and learning needs within our community.

Our inclusive practice has continued to strengthen, supported by a dedicated team of Speech and Language Therapists (SaLTs), an Occupational Therapist (OT) and Therapy Assistants. Working collaboratively with teachers, families and other professionals, they provide a holistic approach that brings specialist expertise into children's everyday classroom experiences.

This joined approach enables us to respond more promptly to emerging needs, helping children access meaningful support without waiting for a formal diagnosis or an Education, Health and Care Plan (EHCP).

As our provision has developed, we have seen an increase in children with additional needs joining us from other schools. Over the past year, we have welcomed 14 children with SEND who transferred from other local schools after Reception.

We also recognise the increasing pressure on specialist education across Hounslow, where demand for places continues to grow. Some children whose needs may be met in specialist settings remain with us in mainstream education.

We work closely with families, the local authority and specialist professionals to adapt our teaching, learning environments and individual support. We are proud of the progress children are making and remain committed to helping every child feel included, supported and successful.



Inclusion

Our continued commitment to inclusion

As our school community evolves, so does our understanding, expertise and approach to inclusion.

Our priority is not simply to identify additional needs, but to understand each child as an individual, recognise their strengths, remove barriers to learning and provide ambitious opportunities for progress.

Through strong relationships with families, inclusive classroom teaching and access to specialist expertise, we are committed to ensuring every child has the opportunity to achieve, belong and thrive at The Blue School.



Our community

What else do we know about our school community?

We recognise the importance of understanding and responding to the changing needs of our families. In April 2026, 41 children were recorded as eligible for Free School Meals (FSM). Following the introduction of the two tier system, our October 2026 records show that 46 children are now eligible, including 26 receiving Targeted Free School Meals and 20 receiving Expanded Free School Meals. This means that approximately 8% of our children are in receipt of Pupil Premium Funding and of those, around half are EAL and half SEN.

We use this information sensitively to understand our school community, identify families who may benefit from additional support and ensure every child has equal opportunities to participate, achieve and thrive. Free School Meals eligibility is recorded separately from the wider Pupil Premium measure.

At The Blue School, we celebrate the rich diversity of languages spoken by our children and families. In October 2026, 204 children had been identified as having English as an Additional Language (EAL) during the school year.

We recognise that speaking and learning more than one language is a strength. Having EAL does not mean a child has special educational needs, although some children may have both EAL and SEND.

We take time to understand each child's language development, individual strengths, learning needs and family background. By working closely with families and using careful assessment, we ensure that every child receives the right support to learn, communicate confidently and thrive.

Public school information: Department for Education establishment record.



Our languages

Why communication matters so much in our school

In the January 2026 school census information, 46.4% of children were recorded as speaking or learning English as an additional language. This reflects the many languages and cultures in our school community. We value children's home languages and work with families to understand each child's strengths.

Speech, language and communication was also the most common primary special educational need among children receiving SEN Support at that time: 38 of 90 pupils. This is why communication is central to our everyday teaching, not just something offered in a separate intervention.

Teachers model new words, explain ideas clearly, check understanding, give children time to respond and use visual routines and pictures. Where a child needs more individual help, we may provide communication boards, PECS, signs, specialist assessment or speech and language therapy. We tailor our support to each child's individual strengths and needs, recognising that every child is unique and a diagnosis does not define them.

These figures describe the January 2026 census. Our current EAL register is 200 and the current SEND register total is 116 children, recorded in October 2026.



Our promise

What inclusion means in everyday life

We want every child at The Blue School to feel valued, included and a true part of their class, with high expectations and ambitious opportunities for learning. Our Christian values of Hope, Dignity, Wisdom and Community guide everything we do. Our shared school expectations of Ready, Respectful and Responsible apply to all children, with thoughtful and reasonable adjustments made to ensure everyone has the opportunity to succeed.

Children should take part in worship, lessons, play, sport, trips, clubs and celebrations with their friends. We adapt teaching, explain and respect differences, and listen when something is not working so that we can change our approach.

2 Understanding special educational needs



What is SEND?

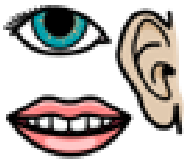
What does SEND mean?

SEND stands for Special Educational Needs and Disabilities. A child may have special educational needs if they experience significantly greater difficulty with learning than most children of the same age, or if a disability means they require additional or different educational provision to access learning.

Special educational needs and disabilities are closely linked, but they are not the same. Some children with disabilities do not require special educational provision, while some children with SEN may not have a diagnosed disability.

At The Blue School, we recognise that every child is unique. While a diagnosis can help us better understand a child's needs, it is not necessary for them to receive support. We focus on identifying individual strengths and barriers to learning, making appropriate adjustments and providing support as early as possible, without waiting for a formal diagnosis.

The SEND Code of Practice identifies four broad areas of special educational need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs. These help us understand each child's individual needs and plan the right support, recognising that some children may have needs across more than one area.



Communication

1. Communication and interaction

Speech, Language and Communication Needs (SLCN) are our most common identified primary special educational need at The Blue School. Our most recent detailed SEND needs analysis found that approximately 37% of children on our SEND register had SLCN recorded as their primary need.

Children may find it difficult to understand language, express their ideas, speak clearly, follow instructions or understand social communication. This can include children with speech and language difficulties, autism or differences in how they communicate and interact with others.

Support may include speech and language strategies, visual timetables, communication boards, PECS, Makaton signing, specialist assessments and personalised communication approaches. We work closely with our Speech and Language Therapists to embed these strategies into everyday classroom learning.



Learning

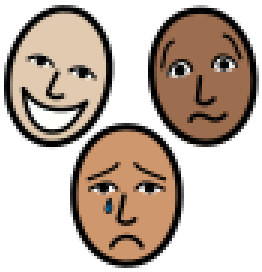
2. Cognition and learning

Children may need additional time, repetition or different approaches to help them remember information, read, write, calculate or understand new ideas.

Examples include specific learning difficulties such as dyslexia and dyscalculia, difficulties with processing information and working memory, or more general learning difficulties.

At The Blue School, our Autumn 2026 SEND needs analysis identified 23 children (approximately 19% of the SEND population at that time) whose primary need was recorded as a Specific Learning Difficulty (SpLD). Other children may also experience cognition and learning difficulties alongside additional needs.

We support children through explicit modelling, multisensory teaching, additional phonics, practical mathematics, structured practice and assistive technology. Our specialist Assistant Teachers provide targeted dyslexia and dyscalculia interventions, working closely with class teachers to strengthen learning, confidence and independence.



Feelings

3. Social, emotional and mental health

Children may need additional support to manage worries, attention, emotional regulation, relationships or the demands of the school day.

These needs may present as withdrawal, avoidance, distress, restlessness or difficulty remaining engaged in learning. We look beyond behaviour to understand what a child may be communicating and what support will help them feel safe, understood and ready to learn.

At The Blue School, our Autumn 2026 SEND needs analysis identified 19 children (approximately 16% of our SEND population at that time) whose primary need was recorded as Social, Emotional and Mental Health (SEMH). Other children may experience emotional or regulation difficulties alongside their primary special educational need.

We provide support through predictable routines, Zones of Regulation, movement breaks, trusted adults, personalised regulation strategies and Emotional Literacy Support Assistant (ELSA) interventions in our Harmony Hub. Our approach focuses on building emotional understanding, positive relationships, independence and a strong sense of belonging.





Sensory

4. Sensory and physical needs

Children may experience hearing, vision, physical, coordination or sensory processing difficulties that affect their learning, independence or participation in school life.

Our January 2026 SEND data identified physical disability as the primary need for one child (1.1% of pupils receiving SEN Support). However, this does not reflect the full range of sensory and physical needs across our school, as many children experience these difficulties alongside another identified special educational need.

At The Blue School, our Occupational Therapist works closely with teachers and families to identify sensory and physical needs and recommend appropriate adjustments. Support may include adapted seating, ear defenders, sensory and movement breaks, accessible learning environments, enlarged print, assistive technology and specialist equipment.

We recognise that children may have needs across more than one area, and that their strengths and needs can change over time. We regularly review and adapt provision to support each child's comfort, independence, learning and participation.

3 How we notice needs and put help in place



Tell us

What if I think my child needs support?

If you have concerns about your child's learning or development, please speak to their class teacher in the first instance. You can arrange a conversation, contact the school office or email our SENDCo directly. We encourage you to share your child's strengths, interests, what is going well and anything that may be worrying you.

If you would like additional support from our SENDCo, Mrs Hollie Stallwood, you can complete our SENDCo request for support form and email it to hollie.stallwood-bracken@theblueschool.com.

We take every concern seriously and recognise that you know your child best. We will listen carefully, share what we have observed in school, consider your child's views and work together to agree appropriate next steps. We will record our discussions, share any agreed support plans with you and review how well the support is helping your child.

You do not need a diagnosis or an EHCP to raise concerns or ask for support.



Early help

How do we identify additional needs?

- Teachers observe children during lessons, playtimes and throughout the school day, recognising their strengths, identifying possible barriers to learning and considering how they respond to inclusive classroom teaching.
- We consider each child's progress and development across areas such as reading, writing, mathematics, communication, independence, friendships, attention, emotional wellbeing and attendance, where appropriate.
- Teachers work closely with families, phase leaders and the SENDCo to share concerns, build a fuller understanding of each child's needs and identify appropriate next steps through our school's inclusion referral and monitoring process.
- Where further assessment is helpful, we may assess specific skills, observe children in different settings or seek advice from specialist professionals, involving parents and obtaining consent where required.
- We recognise that children's learning and development can be influenced by many factors, including learning English as an additional language, health, attendance, new experiences or changes in family circumstances. We consider these carefully and do not automatically assume they indicate special educational needs.



Our register

When is a child added to the SEND register?

A child is identified as needing SEN Support when they require educational provision that is additional to, or different from, what is ordinarily available to children of the same age.

At The Blue School, our Ordinarily Available Provision (OAP) is the foundation of inclusive teaching. Many children on our SEND register receive the majority of their support within their classrooms, through carefully adapted teaching, personalised strategies and resources, alongside any additional provision identified in their individual Learning Plans. Being on the SEND register does not automatically mean a child needs individual adult support or interventions outside the classroom.

Class teachers and the SENDCo work closely with families to understand each child's strengths and needs, review assessment evidence and agree appropriate support. Some children may benefit from short, targeted interventions without needing to be placed on the SEND register.

Our SEND register helps us identify, monitor and review children's needs, ensuring that support remains appropriate as they develop. Being on the register does not define a child's ability or limit their potential. We regularly review progress and work with families when considering whether a child continues to need SEN Support.

Above all, our focus is on providing the right support, at the right time, in the right environment, so every child can achieve, belong and thrive.



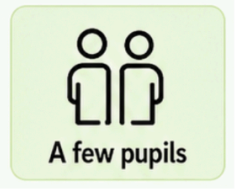
How much help?

Four levels of support at The Blue School

At The Blue School, we organise our inclusive provision into four levels: Universal, Targeted, Targeted Plus and Specialist. These help families understand the different types of support available and how we respond to children's individual needs.

Support is flexible and personalised. Children may benefit from provision across more than one level, depending on their strengths and needs. We do not expect children to progress through every level before accessing specialist advice or additional support where appropriate.

These four levels help us explain and organise our provision. They are not separate legal categories and do not replace SEN Support or an Education, Health and Care Plan (EHCP). Our priority is always to provide the right support, at the right time, to help every child achieve, belong and thrive.

Level of support		What this means for your child
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.



How we review

Assess, Plan, Do, Review

At The Blue School, we follow the graduated approach, a continuous cycle of Assess, Plan, Do and Review. This helps us understand each child's individual needs, provide appropriate support and regularly evaluate the difference it is making.

Class teachers remain responsible for the teaching, learning and progress of every child in their class, including when additional adults or specialist professionals are involved.

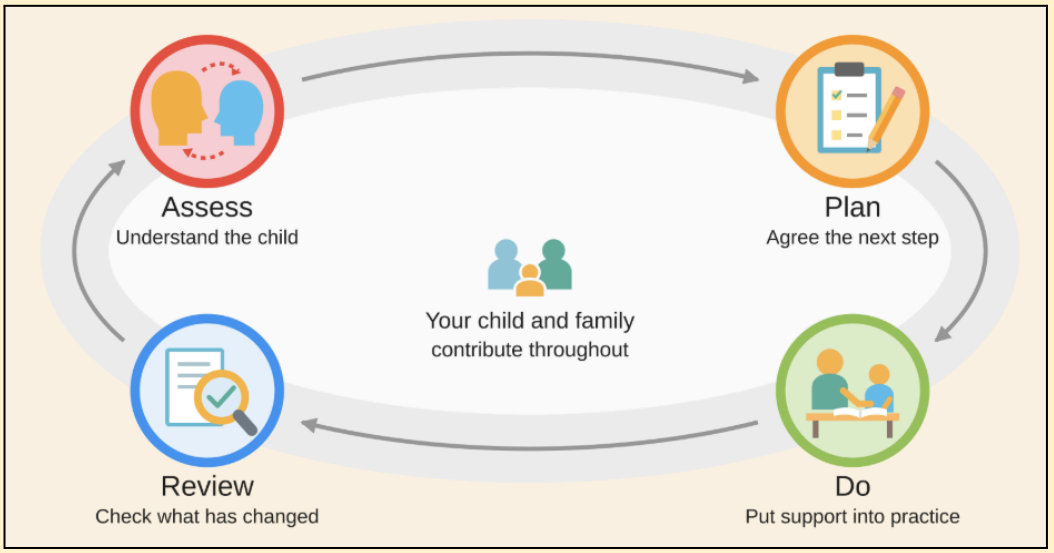
• **Assess:** We listen to children and families, identify individual strengths and needs, and use observations and assessments to understand any barriers to learning.

• **Plan:** We work together to agree on clear, measurable targets, identify the teaching strategies and additional support needed, establish who will provide them and decide when progress will be reviewed.

• **Do:** Teachers adapt classroom teaching and work with support staff and specialists to put agreed strategies and additional provision into everyday practice.

• **Review:** We evaluate the impact of support, celebrate progress and listen to children and families. Together, we decide whether to continue, adapt or introduce different approaches to help the child make further progress.

This cycle is ongoing, ensuring that support develops alongside each child's changing needs, strengths and achievements.



Learning plan

What is in a learning plan?

When we identify that a child would benefit from personalised teaching strategies or additional support, we use EduKey, our SEND planning system, to create an individual Learning Plan. Many children receive this support within their own classroom through carefully adapted teaching and our Ordinarily Available Provision (OAP).

Each Learning Plan celebrates the child's strengths, identifies any barriers to learning and clearly outlines the strategies and support in place to help them succeed. Where appropriate, we consider their needs across the four broad areas of special educational need.

Learning Plans include a small number of clear, measurable targets, intended outcomes, personalised teaching strategies, agreed provision, how often support will be provided and the adults responsible for delivering it.

We believe that children and families should be actively involved in shaping their Learning Plans. Parents receive an updated copy of their child's Learning Plan three times a year, during the autumn, spring and summer terms.

Our parent consultations are centred around these plans, providing an opportunity to celebrate achievements, review academic attainment and progress, discuss individual needs and agree how we can work together to support the child's continued learning and development.

Learning Plans are working documents and can be adapted sooner whenever a child's needs change or support is not having the intended impact.

We want every family to feel informed and involved. If you would like any information explained further or shared in a more accessible format, please let us know. We are always happy to help.

4 What teaching and provision looks like



Everyday teaching

High quality teaching comes first

Every class teacher adapts teaching so children can participate in a broad, ambitious curriculum. We follow the Education Endowment Foundation's five a day approaches to inclusive teaching.

1. **Explicit instruction:** teachers explain, model and practise steps with children.
2. **Cognitive and metacognitive strategies**: children learn ways to remember, plan and check their learning.
3. **Scaffolding**: helpful prompts, visuals or writing supports are gradually reduced as independence grows.
4. **Flexible grouping:** children work together for a specific purpose and groups change as their needs change.
5. **Technology:** digital or assistive tools help children access, practise or record their learning.

Further reading for families: EEF five a day teaching guidance.



Adaptions

What might an adapted classroom look like?

At The Blue School, inclusive teaching begins in the classroom. Our teachers use a range of evidence informed approaches to make learning accessible, meaningful and ambitious for every child.

Through clear explanations, carefully structured teaching, visual and communication supports, flexible grouping and thoughtful adaptations, we help children overcome barriers while developing confidence and independence.

These strategies form part of our Ordinarily Available Provision (OAP) and are adapted to each child's individual strengths and needs. Where additional support is required, we work with families and specialist professionals to develop personalised approaches.





Communication

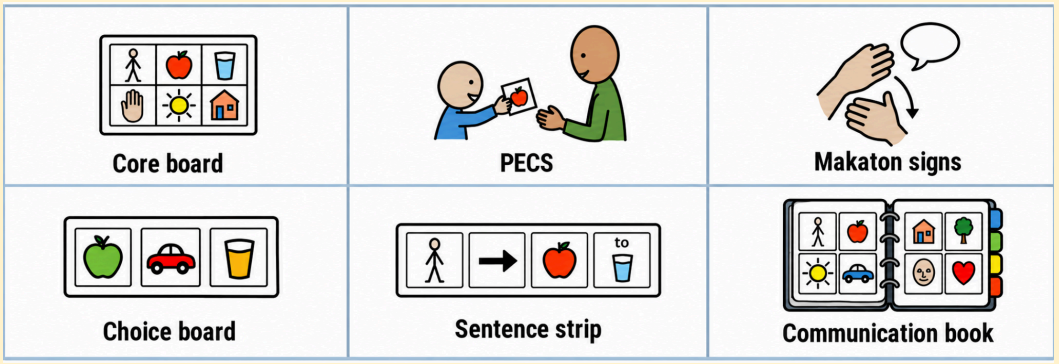
Supporting children to communicate

We recognise that every child communicates differently. Some children use spoken language, while others communicate through gestures, signing, objects, pictures or communication devices. We work closely with families and our Speech and Language Therapists to understand each child's individual communication needs and identify the approaches that will help them express themselves confidently.

We use a range of communication supports, including visual timetables, now and next boards, choice boards, core vocabulary boards, Makaton signing and the Picture Exchange Communication System (PECS), where appropriate. Core boards support communication using everyday words and symbols, while PECS teaches children to communicate by exchanging pictures. We carefully select and personalise these approaches, drawing on specialist advice and staff training where needed.

Our staff consistently model and encourage each child's agreed communication approach throughout the school day, including during lessons, playtimes and everyday routines. We want every child to have a voice, whether that means asking for help, sharing an idea, making choices, expressing feelings or saying no.

Above all, we believe that every child deserves to be heard, understood and actively included in the life of our school.





Reading and maths

Helping pupils make progress across the curriculum

- Nursery and Reception: play, interaction, early language, phonological awareness, visual routines and support with independence.
- Years 1 and 2: explicit phonics, language rich teaching, practical mathematics, hand skills and structured support for recording.
- Years 3 and 4: precise reading, spelling, writing and mathematical scaffolds; pre-teaching; vocabulary; multisensory learning and independence.
- Years 5 and 6: clear modelling, flexible recording, organisation support, access arrangements where eligible and transition skills.
- Art, music, religious education, physical education, computing, enrichment and school worship are adapted so that children can contribute and achieve.



Extra support

Examples of additional provision

Support is selected according to assessment, not diagnosis alone. It may take place in class or, where helpful, for a focused period in a small group or individual session.

- Speech and language programmes, Talk Boost approaches, language modelling and social communication practice.
- Targeted phonics, reading and spelling, dyslexia informed teaching, writing development and practical mathematics.
- ELSA support, Zones of Regulation approaches, emotional literacy, supported play, LEGO based social interaction and regulation.
- Occupational therapy activities, fine motor practice, movement and sensory programmes where recommended.
- Educational psychologist advice, personalised teaching, supported independence and specialist strategies for individual children.



Special spaces

Our Rainbow Room

The Rainbow Room is a calm, shared space where trained Assistant Teachers and therapists provide individual, small group and therapeutic support. Children can access tailored help with learning, communication, sensory needs and emotional regulation throughout the school day. Support is linked to classroom learning, helping children develop skills, confidence and independence across school.













Special spaces

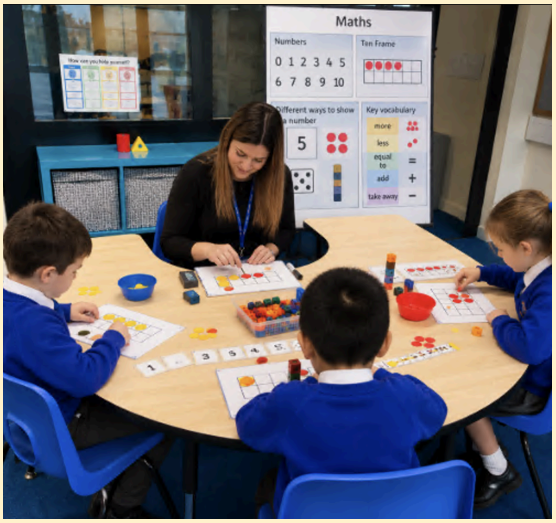
Our Sensory Room

The Sensory Room offers supervised opportunities for agreed sensory activities and calming routines. Access depends on a child's individual plan and safe staffing.



Our Ark

The Ark provides targeted academic support in reading, writing and mathematics through individual or small group teaching. Staff regularly review progress, ensuring children apply their learning in class and develop greater independence.



Our specialist spaces provide additional support when a child needs a quieter environment, personalised teaching or therapeutic input. They complement classroom learning rather than replace it, helping children develop the skills, confidence and independence to participate fully in school life.

Access is carefully planned around each child's individual needs, Learning Plan and, where applicable, EHCP provision. Not every child with SEND will need to use these spaces, as many children receive appropriate support within their own classroom.

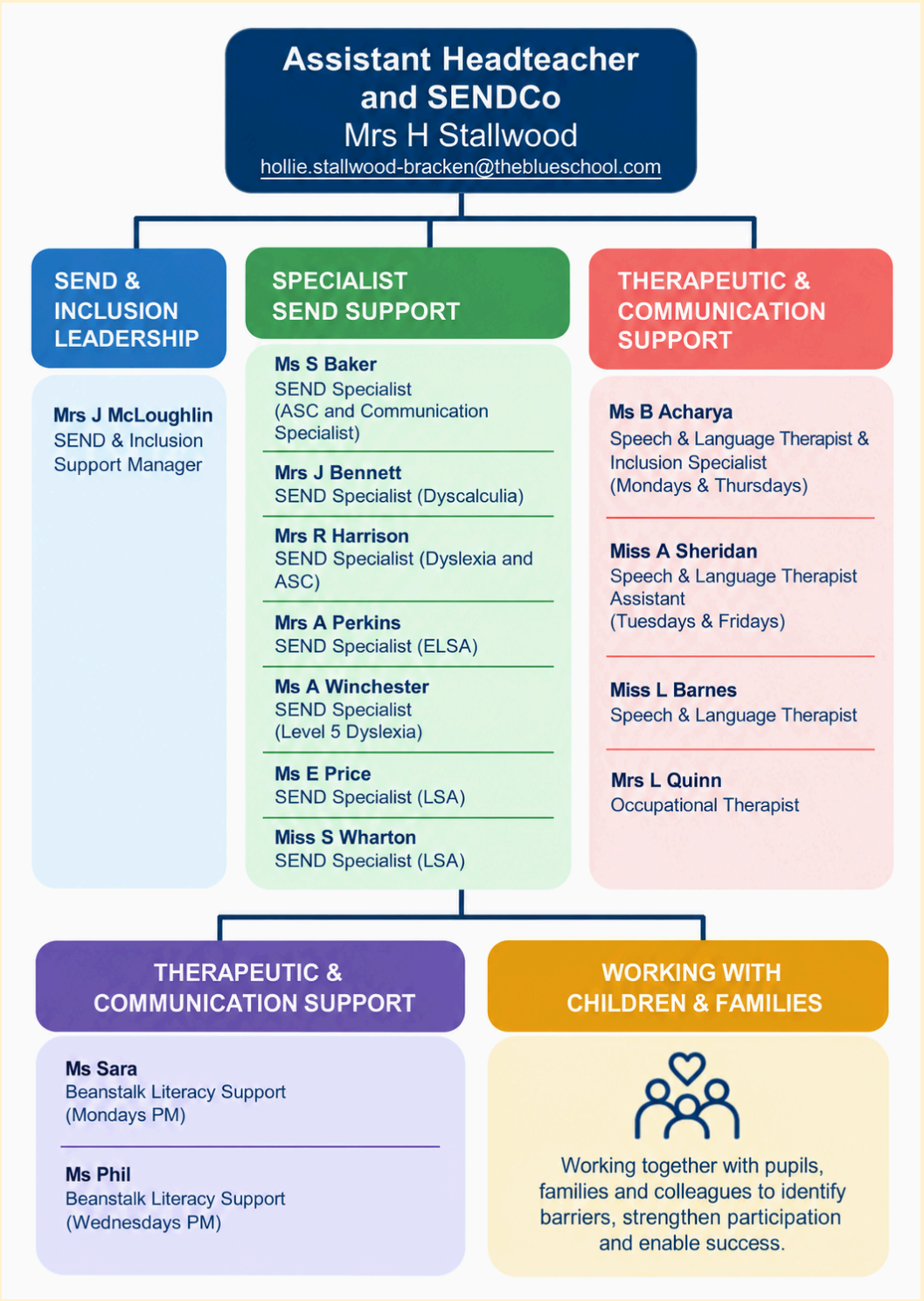
We regularly review how these spaces are used, ensuring that the support children receive strengthens their learning, friendships and sense of belonging within their class and the wider school community.



Professionals

Who else may work with my child?

Our Inclusion Team includes



We have a dedicated team of Speech and Language Therapists, an Occupational Therapist and trained Therapy Assistants who work collaboratively across our school throughout the week.

Our therapists are an integral part of school life, working alongside teachers and families to assess children's needs, deliver targeted support, coach staff and embed specialist strategies into everyday classroom practice. This ensures that therapeutic approaches support children's learning, communication, sensory needs and independence throughout the school day, not only during individual therapy sessions.

Our attached Educational Psychologist is Hayley Morgan. We also work closely with NHS services, school nurses, paediatricians and Hounslow's specialist advisory teams when additional expertise is needed.

Support is carefully matched to each child's individual needs and may include direct therapy, small group interventions or personalised strategies delivered by trained staff. We work closely with families, explain how professional recommendations inform Learning Plans and seek appropriate consent before referrals or sharing information, unless a legal safeguarding duty applies.



Equipment

How do we get additional equipment or adult support?

We carefully consider each child's individual needs to ensure they have the equipment, resources and adult support necessary to access learning, participate fully and remain safe. Class teachers work closely with the SENDCo, families and specialist professionals to identify and agree appropriate provision.

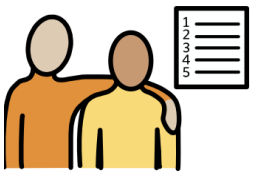
We use our school resources and allocated SEND funding to provide additional support. Where more intensive or specialist provision is required, we work with Hounslow Council to seek additional funding, including high needs funding where appropriate.

For children with an Education, Health and Care Plan (EHCP), the special educational provision specified in Section F must be secured.

Individual adult support, including one to one provision, is carefully considered according to each child's assessed needs. An EHCP does not automatically mean a child requires one to one support, but where this is specified in Section F, the provision is delivered.

Our priority is to ensure that every child receives the right level of support to access learning.

5 When a child needs an Education, Health and Care Plan



EHCP

What is an EHCP?

An Education, Health and Care Plan (EHCP) is a legal plan for a child or young person whose needs require special educational provision that may be beyond what is ordinarily available through SEN Support.

It describes the child's needs, agreed outcomes and the special educational provision that must be provided. Section F sets out the educational provision. An EHCP can also contain health and social care provision.

Many children with SEND make good progress through SEN Support and do not need an EHCP. A child does not need an EHCP to receive appropriate school adjustments or targeted teaching.



Requesting

How can an EHC needs assessment be requested?

Parents or carers can ask Hounslow Council for an EHC needs assessment. The school can also submit evidence and a request. We can discuss the process, what has been tried, what your child needs and what support is making a difference.

Hounslow decides whether to assess and must normally tell you within six weeks. If an assessment is agreed, the whole process to a final EHCP should normally take no more than 20 weeks, subject to legal exceptions. You will receive decisions in writing and information about appeal rights. You can ask the local authority directly; you do not need school permission to request an assessment.

You can get independent advice from Hounslow SENDIASS. Hounslow's EHC needs assessment page explains the steps and parent request route. Further advice, mediation and appeal links are at the end of this report.



EHCP reviews

How is an EHCP reviewed?

An Education, Health and Care Plan (EHCP) must be reviewed at least every 12 months for children aged five and over. For children under five, reviews should take place every three to six months.

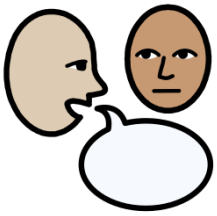
At The Blue School, we aim to arrange annual review meetings after approximately 10 months. This allows time for the school and Hounslow Council to complete the review process within statutory timescales.

We invite you, your child and relevant professionals to celebrate achievements, review progress towards agreed outcomes and consider whether the support in the EHCP continues to meet your child's needs and aspirations.

Following the meeting, we share the review report with you and the local authority within two weeks. Hounslow Council must then notify you of its decision within four weeks of the meeting. If amendments are needed, the local authority is responsible for formally updating and issuing the EHCP.

Reviews can also be requested earlier where a child's needs or circumstances change significantly. Hounslow guidance: EHCP annual reviews.

6 Families and children help shape support



Your voice

How are parents and carers involved?

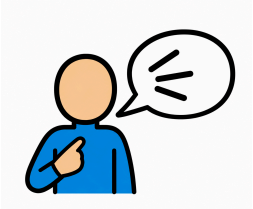
We value what you know about your child. We will listen to your child's strengths, wishes, routines, interests, home language and experiences outside school. We plan and review SEN Support with families at least three times during the school year. We may meet more often if circumstances change. Families are involved in EHCP annual reviews and in decisions about specialist referrals.

You may ask for information in writing, an accessible format, a telephone conversation, extra processing time or an interpreter where available. Please tell us what works best for you. We handle personal information sensitively and share it with relevant professionals in accordance with data protection and safeguarding duties.

You can ask questions or request a meeting between scheduled reviews. We will explain what we have agreed, who will take action and when we will check again. We use feedback from parents and children to improve individual support and our wider approach to inclusion.

You Said, We Listened, We Acted

When a family shared concerns about their child's transition to a new year group, we listened and developed a personalised timetable. This provided access to teaching matched to the child's learning needs, familiar adults and opportunities to maintain friendships with their peers. By working together, we adapted provision to support the child's learning, confidence and sense of belonging. We continue to review these arrangements with the family, ensuring their views help shape ongoing support.



Child voice

How will my child have their say?

We recognise that children express their views in different ways. They may talk with a trusted adult, draw, choose pictures, use gestures, point to communication boards, answer simple questions or communicate through play and observation. We take time to understand what each child enjoys, what they find difficult, what helps them learn and what they would like to achieve. Children are encouraged to participate in review meetings where appropriate, or share their views beforehand in a way that feels safe and comfortable.

Every child's voice matters, including those who use little or no spoken language. We pay close attention to their choices, comfort, preferences and signs of agreement or disagreement, recognising that communication takes many forms. We never assume that limited speech means a child has fewer ideas, feelings or aspirations.



Progress

How do we know whether support is working?

- Class teachers use ongoing assessments, examples of children's work and progress across the curriculum, including reading, writing and mathematics, to understand what each child is achieving and where further support may be needed.
- Every intervention has a clear purpose, an identified starting point and a planned review. We evaluate the progress made and how confidently and independently children can apply their learning.
- We recognise that progress goes beyond academic attainment. We also consider communication, friendships, attendance, participation, emotional wellbeing, confidence and independence.
- The SENDCo regularly reviews Learning Plans and provision maps, observes classroom teaching, listens to children and families, and works closely with staff to evaluate the impact of support and progress.
- School leaders and our Inclusion Governors, Linz Nolan and Livina Wilkins, monitor the quality, effectiveness and impact of SEND provision. We use this evidence to celebrate achievements, identify areas for improvement and continually strengthen our inclusive practice.



Attendance

Our pupils with SEND are attending, learning and belonging

Children learn, build friendships and feel part of a community when they can access school regularly. We are proud that attendance for our pupils with SEN has remained above the national comparison in both the full 2024/25 year and 2025/26.

What we measure	Blue School	England
SEN attendance, 2024/25 full year	95.8%	92.3%
SEN attendance, 2025/26 first five half terms	95.7%	92.4%
SEN persistent absence, 2024/25 full year	2.1%	22.4%

Attendance figures come from different reporting periods. Persistent absence means missing at least 10% of possible school sessions; lower is better.

Our strong attendance reflects the positive relationships and supportive school environment we strive to create for every child. We recognise that successful inclusion goes beyond attendance, so we also listen carefully to children and families, celebrating progress in wellbeing, participation, communication, confidence and independence. Where medical needs, anxiety or family circumstances make attendance more challenging, we work compassionately with families to understand and remove barriers.

In 2025/26, whole school attendance was 96.3%, exceeding the national figure of 95.0%. Attendance among pupils eligible for free school meals was also above national, at 94.6% compared with 92.3%. These encouraging outcomes reinforce our commitment to ensuring every child feels welcomed, valued and supported to attend regularly, participate fully and thrive within our school community.



School outcomes

What difference is our SEND provision making?

We are immensely proud of the achievements of our children with SEND. Our 2026 Year 6 outcomes demonstrate what children can achieve when high expectations, inclusive teaching, personalised support and a belief in every child's potential come together.

In 2026, an outstanding 68% of our Year 6 pupils with SEND achieved the expected standard in reading, writing and mathematics combined, compared with the provisional national figure of 26% for pupils with SEN. **This places our school's attainment an impressive 42 percentage points above the national figure.**

Our children with SEN achievements across individual subjects were equally encouraging:

- **Reading: 80% achieved the expected standard.**
- **Writing: 72% achieved the expected standard.**
- **Mathematics: 80% achieved the expected standard.**

These results represent a particular Year 6 cohort, each child bringing their own strengths, starting points and individual needs. We celebrate these achievements as a reflection of the determination of our pupils, the dedication of our staff and the strong partnerships we build with families.

While academic achievement is important, we recognise that success looks different for every child. We celebrate progress in communication, confidence, independence, friendships, emotional wellbeing and participation, alongside individual learning outcomes. Through careful assessment, regular reviews and listening to children and families, we continually strengthen our teaching and provision to ensure every child has the opportunity to achieve, belong and thrive. Our ambition is that special educational needs should never place a ceiling on a child's potential, and these outcomes demonstrate the high aspirations we hold for every learner at The Blue School.

Source of the national comparison: Department for Education, Key Stage 2 attainment 2026



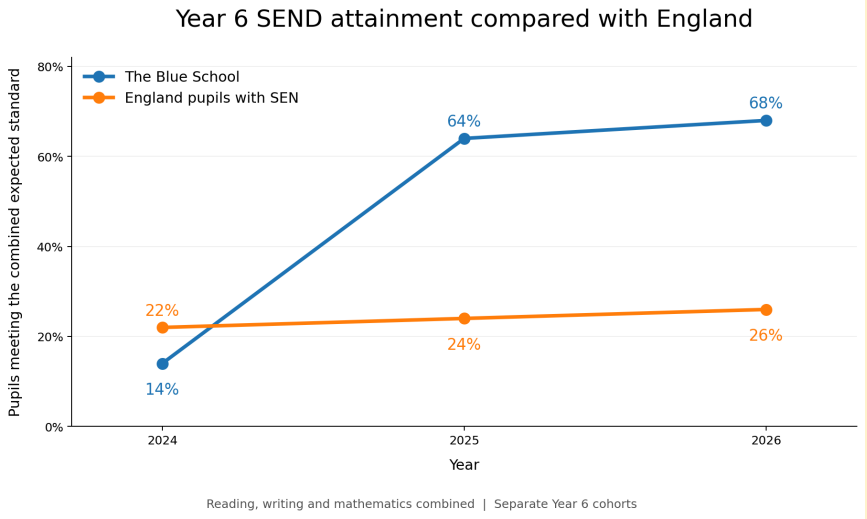
Our SEN achievement journey

Our SEND achievement journey 2024-2026

2024	2025	2026
14%	**64%**	**68%**
2 of 14 pupils achieved the combined expected standard	9 of 14 pupils achieved the combined expected standard	17 of 25 pupils achieved the combined expected standard

Year 6 SEND attainment compared with England

Percentage achieving the expected standard in reading, writing and mathematics combined. Separate cohorts each year.



In 2026, our SEND cohort included 25 children, of whom 22 received SEN Support and three had an EHCP. An impressive 68% achieved the expected standard in reading, writing and mathematics combined, exceeding the provisional national SEN figure by 42 percentage points.

Our longitudinal tracking also demonstrates meaningful progress. Of the 21 children with comparable Year 2 records, 52.4% met combined expectations in Year 2, rising to 76.2% by Year 6. All 11 children who met expectations in Year 2 maintained this achievement, while five more children reached the expected standard.

Progress made by the same 25 children from Year 2 to Year 6

The longitudinal tracking provides particularly powerful evidence because it follows the same children rather than comparing different year groups.

Year 2	Year 6, 2026
52.4%	**76.2%**
11 of 21 children meeting expectations across reading, writing and maths	16 of the same 21 children meeting the combined expected standard



Individual success

Celebrating Individual Learning Journeys

Behind every statistic is a child with their own strengths, challenges and achievements. At The Blue School, we recognise that meaningful progress is not measured through academic attainment alone, but also through growing confidence, independence, self belief and a sense of belonging.

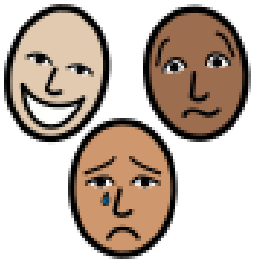
One particularly inspiring example is Child A, who began Year 1 working at an early pre key stage level in reading. Through carefully adapted teaching, personalised Learning Plans, structured literacy interventions and specialist support, she made remarkable progress, achieving a scaled score of 108 in the 2026 Year 6 national reading assessment, exceeding the expected standard.

Her Learning Plans also celebrate significant improvements in confidence, independence, friendships and participation in classroom learning.

The table below illustrates Child A's journey from her earlier starting points to her achievements in Year 6. It reflects our commitment to recognising every child's potential, maintaining ambitious expectations and providing the personalised support that enables children to achieve, belong and thrive.

Area	Earlier picture	Later impact
Reading	In Year 2, reading accuracy was below 60 and single word reading below 70. A beginner passage of text at approximately Reception level was extremely challenging.	By the end of Year 6, Child A achieved a statutory reading scaled score of 108 and met the national expected standard.
Independence	In Year 3, Child A could be reluctant to attempt learning without heavy adult support and needed help to hold onto instructions and learning.	By Year 6, her learning plan described incredible progress and a child who was happy to work independently. Chunking, processing time and familiar strategies had become tools she could use rather than support that kept an adult beside her.
Confidence and belonging	Learning anxiety, low self esteem and comparison with peers had become significant barriers. Child A could become distressed about reading and worried about friendships.	Her later reports describe increased confidence, stronger communication about friendship issues, meaningful friendships, active participation in class and pride in roles such as school council. Her parents described her as more motivated and eager to learn.
Wider achievement	Her literacy difficulties risked masking what she knew and could do across the curriculum.	Child A continued to experience success in subjects that drew on her creativity, oracy, practical reasoning and physical strengths. This protected her identity as a capable learner while targeted support addressed the areas she found harder.

7 Belonging, wellbeing, safety and access



Feelings

Supporting wellbeing, regulation and friendships

Our school values positive relationships, emotional safety and belonging. Every child should have a trusted adult and know that their concerns matter.

We use emotional literacy, Zones of Regulation approaches, clear routines and supportive language. We may offer ELSA sessions, short term individual or small group work and personalised strategies. These are allocated according to need and reviewed. If you would like us to consider your child for ELSA, please complete this family's request for ELSA form.

When a child is distressed or finding an expectation difficult, we seek to understand their communication and any unmet need. Where appropriate, we agree adjustments, positive support plans and risk assessments with families and relevant professionals.

We help children build friendships, practise social skills and resolve difficulties in ways that respect their communication and developmental needs.

See our SEN specific Interaction and Communication Policy which supports our approaches to behaviour for children with SEN.







Safety

Bullying, discrimination and safeguarding

Bullying, discrimination, harassment and unkindness have no place in our community. We actively promote kindness, respect and understanding of individual differences, helping children build positive relationships and feel safe, valued and included.

We recognise that some children with SEND may need additional support to recognise unsafe situations, express worries or communicate when something is wrong. We provide trusted adults, accessible explanations, visual supports and personalised safeguarding strategies to ensure every child's voice is heard and their wellbeing protected.

Parents and carers can raise concerns with their child's class teacher or to one of our Designated Safeguarding Lead (DSL) Mr Kelly, Mr Hammer, Mrs Perkins through the school office. All concerns are taken seriously, recorded and addressed promptly in accordance with our safeguarding, behaviour and anti bullying policies.



The whole day

Can my child join PE, trips, clubs and school life?

Absolutely! We believe every child deserves the opportunity to participate fully in school life, develop friendships and enjoy the same rich experiences as their peers.

We make reasonable adjustments to ensure children with SEND can access PE, swimming, collective worship, after school clubs, educational visits, performances, playtimes, leadership roles such as school council and other activities.

Support may include visual preparation, photographs or social stories, adapted instructions, accessible facilities, suitable transport, specialist equipment and additional adult support where needed.

We work closely with families to understand individual needs, assess risks and plan appropriate arrangements, rather than assuming a child cannot participate because of their SEND or disability.

Our commitment is to remove barriers wherever possible, ensuring every child feels included, valued and able to enjoy all that The Blue School has to offer.



Access

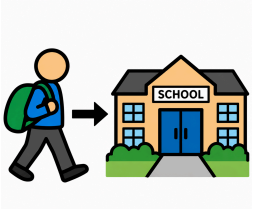
What about physical access and reasonable adjustments?

We are committed to ensuring that every child can access learning, participate fully in school life and feel a sense of belonging. In line with the Equality Act 2010, we anticipate individual needs and make reasonable adjustments for disabled pupils, including those who may not be on the SEN register.

Our school has ramps, accessible toilets and a lift serving the newer building. Where access to parts of the older building is more restricted, we carefully plan suitable teaching spaces, routes and activities. Adjustments may include adapted seating, accessible resources, visual communication, assistive technology, personal care arrangements and individual evacuation plans.

We work closely with families and specialists to understand children's mobility, medical, sensory and communication needs, ensuring appropriate support is planned and reviewed.

Our Accessibility and Equalities Policy, Plan and Audit (2026 to 2029) sets out how we continue to improve access to the curriculum, physical environment and information, with oversight from school leaders and governors.



Joining our school

Are admissions fair for children with SEND?

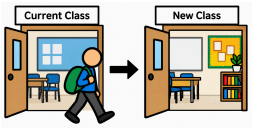
We warmly welcome children of all abilities, backgrounds and additional needs. We are proud of our inclusive school community and the growing number of families who choose us to support their children's learning and development.

Over the past year, we have welcomed many children with SEND who transferred to us from other local schools after Reception. This reflects the growing demand for our inclusive provision and our commitment to supporting children with a wide range of individual needs.

As a voluntary aided school, our Governing Body is responsible for admissions through our published admission arrangements. Children whose final Education, Health and Care Plan (EHCP) names The Blue School are admitted through the statutory EHCP placement process.

We work closely with families, previous schools and specialist professionals to plan positive, personalised transitions. By understanding each child's strengths, communication, learning, health and accessibility needs, we can make thoughtful adjustments that help them feel safe, welcomed and ready to thrive from the moment they join our school.

Admissions information can also be requested from the school office. Please check the current admissions policy for application routes and oversubscription arrangements.



Transition to a new class or school

Moving between classes and schools

We recognise that transitions are important milestones in a child's educational journey. We carefully plan and personalise these experiences so that every child feels welcomed, confident, secure and ready for their next stage of learning.

Nursery and Reception
We work closely with families and previous settings to understand each child's strengths, interests, communication and individual needs. We ask all new families to complete an 'All About Me' form, helping us get to know their child before they start school. During the summer term and the first week of September, we offer Stay and Play sessions where children and their families can explore their new learning environment, meet key adults, become familiar with routines and begin building positive relationships. We also use photographs, visits and personalised starting arrangements where needed, helping every child feel safe, settled and excited about beginning school.

Moving to a New Class
Every child at The Blue School benefits from our carefully planned transition process. During the summer term, teachers meet and hold dedicated transition meetings to discuss every child moving into their class. These conversations explore each child's strengths, individual characteristics, how they learn best, any barriers to learning and the teaching strategies or support that help them succeed.
All children participate in a Move Up Day during the summer term, where they visit their new classroom, meet their new teaching team and enjoy fun activities in their future learning environment.

For children who may find transitions more challenging, we arrange additional opportunities to build familiarity and positive relationships with their new teacher. This might include visiting their new classroom several times, helping with a simple activity or proudly sharing a piece of work with their new teacher. We also use photographs, visual transition booklets and personalised social stories to help children understand what to expect and feel prepared for the changes ahead.



SEND transitions In year and beyond primary school

Additional Transition Support for Children with SEND

For children with more complex needs, we work particularly closely with families to ensure a smooth and carefully planned transition. During the summer term, families of children identified as requiring enhanced transition support are invited to meet with their child's new class teacher and the SENDCo ahead of September. Together, we discuss strengths, individual needs, successful strategies, reasonable adjustments and the provision needed from the beginning of the new school year.

Our specialist therapists may also meet with the receiving teacher to share recommendations and model helpful approaches. Learning Plans, intervention records and therapy information are securely maintained on our school management system, ensuring relevant staff can access the information needed to provide consistent, personalised support.

Joining The Blue School During the Year

When children join us from another school, we work closely with their family and previous setting to understand their strengths, needs and successful learning strategies. Where appropriate, we arrange visits, introduce key adults and develop personalised transition arrangements to help children feel welcomed, included and settled.

Moving to Secondary School

We work closely with receiving secondary schools and their SENDCos to share relevant information and ensure children's needs are understood before they begin Year 7. For children who would benefit from additional preparation, we may arrange extra visits, visual transition resources, opportunities to meet key staff and support with understanding secondary school routines, timetables and expectations.

We also help children develop important skills such as organisation, independence, communication, confidence and knowing when and how to ask for help.

Preparing for the Future

Throughout their time at The Blue School, we support children to develop the skills they need for their next stage of education and beyond. We encourage independence, friendships, self advocacy, personal safety, decision making and confidence in everyday situations.

Above all, we listen to children's hopes, aspirations and concerns, ensuring that their voices and individual needs help shape every transition.

Our aim is for every child to approach their next chapter feeling known, understood, supported and excited about the opportunities ahead.



Children in care

Looked after and previously looked after children

We are committed to providing exceptional care, ambitious learning opportunities and a strong sense of belonging for children who are looked after or were previously looked after. These children are included within our school's confidential vulnerable pupil monitoring arrangements, ensuring their wellbeing, learning and individual needs are closely monitored. This enables us to recognise emerging concerns early, respond swiftly and prioritise additional support whenever needed.

Our Designated Teacher, Mr Kelly, works closely with our SENDCo, class teachers, carers, families where appropriate, social workers and the Virtual School to ensure a coordinated and nurturing approach. We carefully monitor children's academic progress, attendance, emotional wellbeing, friendships and participation, ensuring that any barriers are addressed promptly.

For children currently in care, we align their Personal Education Plan (PEP) with their individual Learning Plan or EHCP, where applicable, ensuring support is consistent, personalised and regularly reviewed. Above all, we want every child to feel safe, understood, valued and supported by trusted adults who know them well and are committed to helping them flourish. Families and professionals can contact our Designated Teacher through the school office.



Medical needs

Medical needs, attendance and education during illness

Our Welfare Officer, Jane McLoughlin, and School Nurse work closely with families, teachers and healthcare professionals to support children with medical conditions, allergies, physical needs and medication requirements. Where appropriate, we develop Individual Healthcare Plans, Allergy Action Plans and risk assessments to ensure children receive safe, consistent and personalised care.

Following the introduction of Benedict's Law in 2026, we recognise the importance of strengthening allergy awareness and safety throughout our school. Working with families and healthcare professionals, we identify allergens, plan appropriate precautions during meals, classroom activities and educational visits, and ensure emergency procedures and medication arrangements are clearly understood. Our priority is to protect children at risk of serious allergic reactions, including anaphylaxis, while enabling them to participate fully and confidently in school life.

Our Welfare Officer also works closely with families to monitor attendance, understand individual circumstances and identify barriers such as illness, anxiety, disability or medical appointments. We take a compassionate approach, making reasonable adjustments and providing personalised support to help children attend regularly and participate fully in learning.

Where a medical condition or prolonged illness significantly affects a child's education, we work collaboratively with families, healthcare professionals and Hounslow Council to arrange appropriate educational support and plan a safe, positive return to school.

Our priority is to ensure every child feels safe, cared for, included and supported to flourish, whatever their health or medical needs.



Skilled staff

Staff expertise, training and accountability

Every teacher is a teacher of children with SEND. Class teachers are responsible for the teaching, learning and progress of every child in their class, regardless of individual needs. Our Assistant Teachers work alongside teachers to deliver personalised support, while our SENDCo provides guidance on adaptive teaching, assessment, classroom observations and specialist provision.

We are committed to continuous professional development, ensuring our staff have the knowledge, skills and confidence to support every learner. Training focuses on evidence informed inclusive practice, including the EEF five a day approaches, accessible classroom environments, literacy and dyslexia strategies, visual and alternative communication, emotional regulation and targeted interventions such as Talk Boost and LEGO based learning.

Staff training is carefully planned around the changing needs of our school community. Our Educational Psychologist, Speech and Language Therapists, Occupational Therapist and other specialist professionals provide advice, coaching and practical training, helping staff embed effective strategies into everyday classroom teaching.

Our Senior Leadership Team and Governing Body regularly review the quality, accessibility and impact of SEND provision and our whole school inclusion strategy. The SENDCo works closely with our Inclusion Governors, Linz Nolan and Livina Wilkins, to ensure our provision continues to develop and every child has the opportunity to achieve, belong and thrive.

8 Questions, concerns and your rights



Concerns

What if I am unhappy with the help my child receives?

Please tell us. Start with the class teacher so we can understand and try to resolve the concern. You can then ask to meet Mrs Stallwood, our SENDCo, or Mr White, Headteacher.

If the matter is not resolved, the school's complaints policy explains the formal stages and how complaints are considered. It is available from the office and on the school website.

You can seek free independent information from Hounslow SENDIASS. If your disagreement concerns a council decision about an EHC needs assessment or plan, different mediation and appeal arrangements may apply. Details are in the Hounslow support section.

If you believe disability discrimination has occurred, separate rights may apply under the Equality Act 2010, including through the First tier Tribunal (SEND).

The Blue School complaints policy | Disability discrimination complaints guidance.



Your choices

You can ask us to explain anything

You can bring someone you trust to a meeting, ask for a written summary, request time to think before making a decision or ask us to use different communication methods.

Your views, and your child's voice, should be part of planning. You should know what support is being provided, why it has been chosen, who is responsible and when it will be reviewed.

9 Hounslow services and charities for families



Local help

You do not have to work everything out alone

Some of the services listed below can be contacted directly by families, while others require a referral from the school, GP or another professional. Our SENDCo is always happy to help families find the right organisation, understand what support is available and access appropriate services.

These organisations operate independently of The Blue School, and their eligibility criteria, opening times and contact details may change. All organisation names are clickable website links. Contact details were last checked in October 2026

Free advice, rights and SEND decisions

London Borough of Hounslow

SEND Local Offer

Local Offer

Hounslow SEND Local Offer

Hounslow Council's main guide to support from birth to 25. Find information about school SEND Support, EHCPs, therapy, transport, money, clubs and social care.

How to access: Families can access services by clicking on the link below or emailing Hounslow directly.

Email: thelocaloffer@hounslow.gov.uk
Open the Hounslow SEND Local Offer website

HOUNSLOW SENDIASS Information Advice and Support Service

SENDIASS

Hounslow SENDIASS

Free, impartial and confidential information and advice on SEN Support, EHCPs, school meetings, rights and options for resolving disagreements.

How to access: Parents and young people can contact the service themselves.

Telephone: 020 8583 2607
Email: sendiass@hounslow.gov.uk
Open the Hounslow SENDIASS website

NHS

Right to Choose

The Right to Choose Pathway for ASC or ADHD assessments

If you think your child may have autism or ADHD, speak to your GP and share your concerns. You can ask the GP about the NHS Right to Choose pathway, which allows eligible families to choose an NHS funded assessment provider, potentially with shorter waiting times.

Our SENDCo can provide school observations and supporting evidence to assist with referrals. Children continue to receive appropriate support in school while awaiting assessment, without needing a formal diagnosis. More information can also be found on:NHS Right to Choose or on: https://adhduk.co.uk/right-to-choose/

London Borough of Hounslow

Meet professionals

Let's Talk SEND surgeries

Monthly face to face drop in meetings where families can ask Hounslow SEND professionals, including SENDIASS and therapy representatives, questions.

How to access: Check the current venue and date online. No booking is usually needed.

Open the Let's Talk SEND surgeries website



Mediation

Global Mediation

Independent mediation and disagreement resolution for eligible concerns about council decisions on EHC needs assessments and EHCPs.

How to access: Check the timescales in your decision letter. Seek independent advice promptly.

Telephone: 0800 064 448
Email: SEN@globalmediation.co.uk
Open the Global Mediation website

IPSEA

National rights

IPSEA

Independent national SEND legal information, model letters and advice about education rights, SEN Support and EHCPs.

How to access: Parents can use the free online information and booking routes for advice.

Open the IPSEA website

Parents, communities and practical help

HOUNSLOW PARENT CARERS FORUM

Parent voices

Hounslow Parent Carer Forum

A parent led forum that connects families and works with local services to improve provision for children and young people with SEND.

How to access: Parents and carers can join directly.

Telephone: 020 8570 4671
Email: info@hounslowpcf.co.uk
Open the Hounslow Parent Carer Forum website

Family advice

Ruils Family Matters

A charity offering practical, person centred advice and emotional support for families raising a child with additional needs.

How to access: Parents can self refer using the charity's referral form. This is a term time service.

Telephone: 07376 354 638
Email: alkatripathi@ruils.co.uk
Open the Ruils Family Matters website

Family activities

Skylarks Charity

Inclusive play, specialist activities, parent groups and family support, including a Hounslow site at Inwood Park.

How to access: Contact Skylarks directly. A formal diagnosis is not required for many of its activities.

Telephone: 0330 520 0220
Email: info@skylarks.charity
Open the Skylarks Charity website



Autism support

Autism Hounslow

Community based autism support, family information, groups and advocacy.

How to access: Families can get in touch directly about activities and support.

Telephone: 07471 763 436
Email: autismhounslow@gmail.com
Open the Autism Hounslow website

Everyday help

Our Barn Community

Local support with disability benefits, Blue Badges, travel assistance, forms and community opportunities.

How to access: Ask the charity directly about eligibility and sessions.

Telephone: 0300 7772 800
Email: community@ourbarn.org.uk
Open the Our Barn Community website

Early help

Hounslow Family Hubs

Friendly spaces for parenting, family wellbeing, early language development and links to other services, supporting families up to age 19 or 25 where a child has SEND.

How to access: Families can usually access a hub or family navigator without a formal referral.

Email: familyhub@hounslow.gov.uk
Open the Hounslow Family Hubs website



Childcare and more

Hounslow Family Information Service

Information about childcare, early education, parenting, holidays, activities and family support.

How to access: Parents and carers can make enquiries directly.

Telephone: 020 8583 3470
Email: fis@hounslow.gov.uk
Open the Hounslow Family Information Service website

Young children

Home Start Richmond, Kingston and Hounslow

Support for families with young children facing challenges, including practical and emotional family support.

How to access: Contact the charity to discuss current referral arrangements.

Telephone: 020 8487 8500
Email: info@homestart-rkh.org.uk
Open the Home Start Richmond, Kingston and Hounslow website

National help

Contact charity

National information for families raising a disabled child, including finance, rights, benefits and practical family support.

How to access: Free advice and guides are available to parents.

Open the Contact charity website

Early years, health, therapy and social care

Support

London Borough of Hounslow

Early years

Hounslow Early Years SEN Team

Early identification, assessment and support for young children with emerging special educational needs.

How to access: Ask about the early years SEND pathway and referral route.

Email: eysenteam@hounslow.gov.uk
Open the Hounslow Early Years SEN Team website

London Borough of Hounslow

Portage service

Home learning

Hounslow Portage Service

Home based and family centred support for eligible preschool children with developmental needs.

How to access: Professional referrals and, in some circumstances, parent self referral through the Early Years SEND route.

Telephone: 020 8583 6270
Email: portage@hounslow.gov.uk
Open the Hounslow Portage Service website

Children's Speech and language therapy

Communication

NHS Children's Speech and Language Therapy

Assessment and advice about speech, language, communication, stammering and some eating or swallowing difficulties. Resources include information about AAC and core boards.

How to access: The Hounslow NHS service has an open referral route, subject to referral criteria.

Telephone: 020 3808 3389
Email: wlt.childrens-therapies@nhs.net
Open the NHS Children's Speech and Language Therapy website

Children's occupational therapy (OT)

Daily skills

NHS Children's Occupational Therapy

Support and assessment for everyday functional skills, handwriting, sensory processing, movement and physical access.

How to access: Referrals are usually made by a health or education professional with parental consent. EHCP commissioning routes may differ.

Telephone: 020 3808 3389
Email: wlt.childrens-therapies@nhs.net
Open the NHS Children's Occupational Therapy website

Child Development

Autism pathway

Hounslow Social Communication Pathway

Hounslow's NHS Social Communication Pathway supports children and families seeking an assessment for autism.

How to access: Speak to your child's GP or school SENDCo about your concerns and the appropriate referral pathway.

Children under five are usually assessed through Community Paediatrics. For children aged 5 to 18, assessments are generally coordinated through Hounslow CAMHS, with Community Paediatrics involved where a child has a learning disability. For enquiries about the Social Communication Pathway and assessment waiting times: Telephone: 020 3771 5983
Email: hrch.socialcommunicationpathway@nhs.net
Hounslow Council: How to access an autism assessment
NHS Hounslow Social Communication Pathway

Hounslow CAMHS

Mental health

Hounslow CAMHS

Specialist NHS mental health assessment and treatment for children and young people with complex or significant needs.

How to access: A professional referral is needed. Talk with your GP or school about concerns.

Telephone: 020 8483 2050
Email: wlm-tr.hounslowcamhs@nhs.net
Open the Hounslow CAMHS website

London Borough of Hounslow

Short breaks

Social care

Hounslow Short Breaks

Activities and support for eligible children and young people with disabilities, including services that can also support families.

How to access: Check Hounslow's criteria and application route; the school can help you find the right team.

Open the Hounslow Short Breaks website

Early help for families

London Borough of Hounslow

Family services

Hounslow Early Help and Family Help

Support when a family needs coordinated assistance with parenting, wellbeing, practical difficulties or more complex circumstances.

How to access: Start with a Family Hub or ask school about appropriate referral support.

Open the Hounslow Early Help and Family Help website

Mental Health and Emotional Wellbeing Support in Hounslow

Hounslow CAMHS: Children and Adolescent Mental Health Services

Hounslow CAMHS provides specialist NHS assessment, therapy and treatment for children and young people under 18 experiencing emotional, behavioural or mental health difficulties, including anxiety, depression and more complex needs.

How to access: Speak to your child's GP, SENDCo, school nurse or another relevant professional about making a referral. Parents cannot refer directly to Hounslow CAMHS.

Telephone: 020 8483 2050
Email: wlm-tr.hounslowcamhs@nhs.net
Hounslow CAMHS website

Hounslow Mental Health Support Teams (MHST)

Hounslow's school based Mental Health Support Teams help children and families experiencing mild to moderate difficulties with anxiety, worries, emotional wellbeing or behaviour.

For primary aged children, support may include guided sessions for parents and carers, practical strategies and wellbeing workshops.

How to access: Speak to the school SENDCo or your child's teacher about referral options and whether the service is available through your school.

Hounslow Early Help and Mental Health Support Services

Hounslow Family Hubs: Emotional Wellbeing and Parenting Support

Hounslow Family Hubs provide free advice and practical support for children, parents and carers, including emotional wellbeing, parenting, family relationships and child development.

Families with children aged 2 to 5 can also access consultations with the CAMHS Under 5s Team about emotional development, behaviour and early relationships.

How to access: Families can contact their local Family Hub directly. No referral is needed for general Family Hub support.

Email: familyhub@hounslow.gov.uk
Hounslow Family Hubs

Play Therapy

Cocoon Kids: Creative Counselling and Play Therapy

Cocoon Kids provides creative counselling and play therapy for children aged 3 to 19, alongside support for families and siblings.

The service helps children explore feelings and experiences through play and creative activities. Support may be available free or at a reduced cost, depending on circumstances.

How to access: Contact Cocoon Kids directly to discuss availability and referral arrangements.

Cocoon Kids website

Urgent Mental Health

Speak CAMHS: Urgent Mental Health Advice

Speak CAMHS offers specialist telephone advice to children, young people, parents, carers and professionals concerned about a child's mental health.

Telephone: 0800 328 4444, option 2

The specialist helpline operates weekdays from 8am to 11pm and weekends and bank holidays from midday to 8pm. Mental health crisis support is available through the main number at all times.

If someone is in immediate danger, call 999.

West London NHS: CAMHS Crisis Support

10 Words and abbreviations explained



Plain English

It is always fine to ask what a word means

Professionals sometimes use initials without explaining them. The table below includes terms that families often see in letters, reports and meetings.

We have included the words families are most likely to see in letters, support plans and school meetings. Please ask whenever a word is unclear.



A to C

Useful SEND words • AAC to Core board

- **AAC:** Augmentative and Alternative Communication: ways of communicating using signs, pictures, objects, writing or devices.
- **ADHD:** Attention deficit hyperactivity disorder: can affect attention, activity level, planning and impulse control.
- **APDR:** Assess, Plan, Do, Review: the cycle used to plan and improve support.
- **Autism:** A neurodevelopmental difference that can affect communication, social understanding, sensory experiences and routines.
- **CAMHS**: Child and Adolescent Mental Health Services: specialist NHS mental health support.
- **Core board:** A board of useful words or pictures that a person can point to or use to communicate.



D to E

Useful SEND words • Dyscalculia to EHCP

- **Dyscalculia:** A specific learning difficulty that mainly affects understanding and using numbers.
- **Dyslexia**: A learning difference that particularly affects aspects of reading, spelling and related processing.
- **EAL**: English as an Additional Language: the child uses or learns English alongside another language. This does not itself mean SEND.
- **EEF:** Education Endowment Foundation: organisation sharing evidence about effective teaching.
- **EHC needs assessment:** A local authority assessment to decide whether a child or young person needs an EHCP.
- **EHCP:** Education, Health and Care Plan: a legal document describing needs, outcomes and required provision.



E to L

Useful SEND words • ELSA to Learning plan

- **ELSA:** Emotional Literacy Support Assistant: trained adult supporting emotional understanding and wellbeing.
- **EP:** Educational Psychologist: specialist who assesses and advises about learning, development and wellbeing.
- **Graduated approach:** Ongoing assessment, planning, delivery and review of provision as needs change.
- **Inclusion:** Making sure children can participate, feel valued, belong and learn well.
- **Individual Healthcare Plan:** A plan setting out agreed support for a child's healthcare needs in school.
- **Learning plan:** School's individual plan showing strengths, needs, targets, strategies, provision and review.



M to P

Useful SEND words • Makaton to Provision map

- **Makaton:** A language programme using signs, speech and symbols to support communication.
- **OT:** Occupational Therapy: support for everyday skills, participation and physical or sensory needs.
- **OAP:** Ordinarily Available Provision: helpful teaching and support that schools ordinarily provide to meet many needs.
- **PECS:** Picture Exchange Communication System: a structured communication approach based on exchanging pictures.
- **PEP:** Personal Education Plan: an education plan for a child looked after by the local authority.
- **Provision map:** School overview of additional teaching, interventions, people and resources for pupils.



R to S

Useful SEND words • Reasonable adjustment to SENDCo

- **Reasonable adjustment:** A change made to remove or reduce disadvantage experienced by a disabled pupil.
- **SaLT: Speech and Language Therapy or therapist:** professional support for communication and related needs.
- **Section F:** The part of an EHCP that describes the special educational provision to be secured.
- **SEN Support:** Additional or different educational provision for a pupil identified as having special educational needs.
- **SEND:** Special Educational Needs and Disabilities.
- **SENDCo:** Special Educational Needs and Disabilities Coordinator: the teacher leading SEND provision.



S to T

Useful SEND words • SENDIASS to Transition

- **SENDIASS:** SEND Information, Advice and Support Service: free and impartial SEND information for families.
- **SMART target:** A goal that is specific, measurable, achievable, relevant and time related.
- **SLCN:** Speech, Language and Communication Needs.
- **SpLD:** Specific Learning Difficulty, for example dyslexia or dyscalculia.
- **Transition:** Moving into a new class, school or phase, with preparation and support.

11 A small checklist for family meetings



Your questions

Questions you can ask the teacher or SENDCo

- What are my child's strengths, interests and hopes?
- What is making school or learning more difficult right now?
- What teaching or adjustments are already being used in class?
- What does my child want adults to understand about their experience?
- Which one or two outcomes are most important next?
- Who will provide the support, how often and where?
- How will we tell whether it has helped, and when will we meet again?
- How can I help at home if I want to, and who can I contact sooner if needed?



Other policies

Where can I read the school's other information?

The Blue School SEND and inclusion webpage explains our provision.

Read the school's currently published SEND Policy, complaints procedure, safeguarding policies, equality information and Accessibility Plan on the school policies page. We are preparing updated SEND and accessibility documents; these will appear there when approved.

Hounslow SEND Local Offer provides local council information and services.

The SEND Code of Practice explains the national statutory guidance for SEND.

This report is reviewed at least every year, and as soon as possible if any important information changes. Please tell us if a link or contact detail no longer works.



We are here

We want to hear from you

Your child is a valued part of our Blue School community. We will work with you to recognise their strengths, remove barriers and celebrate the progress they make.

Mrs Hollie Stallwood, Assistant Headteacher and SENDCo

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