

## SEND Information Report 2021-22



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At The William Hogarth School, we are committed to High Quality First Teaching and personalised provision, in accordance with the SEND Code of Practice 2015 and the Equality Act 2010. We believe that good teaching for pupils for with SEND, is good teaching for all. Every teacher is a teacher of SEND.

Learners' needs are met through a graduated approach starting at a whole-school level of High Quality First Teaching, with additional support that can be introduced to overcome barriers. As an inclusive school, we remove barriers to learning and participation, we provide an education that is appropriate to a pupil's needs and promote high standards and fulfilment in our pupils.

We have a dedicated SEND team comprising full time Leader of Inclusion and 3 part time Teaching Assistants to ensure quality support in school and we have effective partnerships with specialist teaching and learning services and external agencies to fully cater for a wide range of learning needs within the school setting. Further details can be found in the school's SEND Policy.

We promote positive relationships and active engagement and wellbeing for all our pupils. We use a positive and proactive approach to behaviour.

What is the Special Educational Needs (SEND) information report?

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The SEND information report details the provision that The William Hogarth School offers to pupils with special educational and disability needs, in line with statutory requirements. To find out more about the SEND Code of Practice, visit the "SEND Code of Practice: 0 to 25 Years" at

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) And the Equality Act  
<https://www.legislation.gov.uk/ukpga/2010/15/contents>

## SEND Information

A child or young person has SEND if they have a learning difficulty or disability which calls for reasonable adjustments and/or special educational provision to be made. At The William Hogarth School we are determined to identify and meet the needs of all pupils, in order to allow them to achieve their full potential.

As at September 2021:

Total number of pupils on roll: 187 Number of pupils with EHCPs: 4 (2.7%)

Number of pupils identified as requiring support for SEND: 25 (17%)

Number of pupils identified as having a disability: 4 (2.7%)

Please note: decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. If you wish to find out more about the Hounslow Local Offer, please following this link:

[https://www.hounslow.gov.uk/info/20080/children\\_with\\_disabilities/1826/hounslow\\_local\\_offer](https://www.hounslow.gov.uk/info/20080/children_with_disabilities/1826/hounslow_local_offer)

Leader of Inclusion: Mrs Katy Luciani [kluciani@hogarth.hounslow.sch.uk](mailto:kluciani@hogarth.hounslow.sch.uk)

SEND team: Ms. Emma King, Ms. Carolina Garzon Ojeda, Mr. Peter Harpley

## SEND Support

At The William Hogarth School we aim to promote independence through empowering and encouraging our pupils to talk about their learning and make choices that help with their learning in school and at home.

To ensure this happens, all staff members know about the SEND needs of the pupils in

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their class and the provision that is needed to assist them in their learning and to overcome any barriers. If any additional support or interventions are necessary, this will be discussed with parents and staff will be supported to provide this additional provision.

Our teachers know that our all our pupils learn in different ways and are all capable of achieving their potential. We aim to understand each individual pupil's learning needs. We ensure that assessment is regular and purposeful rather than focusing on summative assessment and we encourage input from parents and carers and specialist professionals.

## SEND: Areas of Need

At The William Hogarth School we can make provision for every kind of frequently occurring special educational need with or without a statement of Special Educational Needs/Education, Health and Care Plan, under the four main areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional mental health
4. Sensory and/or physical

Currently, our main area of need is Communication and Interaction., followed by Cognition and Learning.

If a pupil has or develops a special educational need that requires more specialist intervention, we are committed, through our inclusive and graduated approach, to support them to overcome any potential barriers and achieve success. This may mean that we will seek further support and/or access specialist training and advice from specialist services. We are however confident that we are well equipped to support a wide range of special educational needs within school.

### The arrangements for admission of pupils with Special Educational Needs

Please see the school's admission policy for further details. Any child who has a statement of special education needs (SEND) or an Education Health and Care (EHC) Plan that names the school, will be admitted without reference to the oversubscription criteria.

### How we identify pupils with SEND and assess their needs

At The William Hogarth School, children are identified as having SEND following 'The Graduated Approach,' as recommended in The Code of Practice (DfE 2015) and reiterated within the Borough of Hounslow, our Local Authority. In identifying need, we will act on:

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- concerns raised by the class teacher
- concerns raised by parents/carers
- concerns raised by the pupil
- information received from outside agencies, including the pupil's previous school, if applicable e.g. speech and language therapist and occupational therapists.

Supporting pupils who are looked after by the local authority and have SEND

In supporting pupils who are looked after by the local authority and have SEND, the school adheres to the DfE guidance, <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Specifically, the school will ensure that for looked after children,

- their EHC plan works in harmony with their care plan and PEP (Personal Educational Plan) to tell a coherent and comprehensive story of how the pupil's needs are being met. The school will consider how the EHC plan adds to information about how education, health and care needs will be met without unnecessarily duplicating information already in the pupil's care plan. Equally, the pupil's care plan will be fed into the care assessment section of the EHC plan; and
- any special educational support provided by the school for looked-after pupils with SEND, but who do not need an EHC plan, is looked at as part of the pupil's PEP and care plan reviews, involving the Leader of Inclusion.

Some pupils may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there will be robust arrangements in place to ensure that any undiagnosed SEND are addressed as soon as possible. For previously looked-after pupils, parents/carers will be involved when considering interventions to support their child's progress. This will include agreeing the outcomes to be achieved through SEND

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support, including a date by which progress will be reviewed. The Virtual School Head may be invited to comment on proposed SEND provision.

How does the school decide how much support is provided?

Regular assessments and observations provide the school with a clear picture of a pupil's needs. In addition, we use specialist screening assessments to identify gaps in communication. Assessments will also include observations of the child in class and interacting with their peers.

The class teacher has the ultimate responsibility for the teaching and progress of pupils with SEND, just as they do for all pupils in their class. We support teachers to feel empowered and trusted to use the information they collect to make decisions about the next steps for teaching a child with special educational needs.

The level of support provided is based on the level of need that a child may have as well as the range of areas in which they require additional support, in a bid to close the gap and help them to achieve their expected progress and/outcomes. Different levels of support will be fully discussed with parents/carers. Some pupils may be withdrawn at points across the academic year to participate in 1:1 interventions as specified by their individual areas of need.

As a school, we monitor interventions using a variety of methods and can analyse the effectiveness of the provision based on the results of the pupils and their progress.

How we consult parents of children with SEND and involve them in their child's education

If we identify that a pupil has special educational needs, we will work in partnership with parents/carers, to involve them in their child's education and the provision we make for their progress. We appreciate the unique knowledge that they bring to complement the views of the pupil and the school, so that planning is effective.

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Class teachers are responsible for the progress of pupils within their classes and learning is planned and differentiated to meet the individual needs of their pupils. This may include various evidence-based strategies like flexible grouping, Cognitive and metacognitive strategies, explicit instruction, technology and scaffolding.

Each pupil's progress is reported to parents via regular Parent-Teacher meetings and with an end of year written report. Parents are expected to attend annual reviews and, in some cases, additional meetings will be planned to address particular concerns.

Where a pupil has more specific needs, a range of interventions are available across the school and may be delivered by a class teacher, teaching assistant or an outside agency. All interventions are regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. Permission from parents/carers is required before arrangements are made for pupils to work with outside agencies. During school closures, meetings will continue to be held but virtually. In addition, parents/carers will receive regular updates and are encouraged to contact the Leader of Inclusion, or their child's class teacher during the year to raise any questions they may have about the intervention their child is receiving.

When the school is fully open, these are some of the ways we include parents:

- termly coffee mornings
- Attendance at Parent Evenings.
- Regular updates on any interventions that their child is receiving.
- Parents are encouraged to be involved in the setting of targets, where possible.
- Where a pupil has an Educational Health Care Plan, meetings are held regularly with parents/carers and other professionals to discuss targets and next steps.
- Parents are encouraged to contact the class teacher or the Leader of Inclusion as and when necessary, to discuss and contribute to the planning for their child and not to wait for the formal meetings identified to do so.

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Our arrangements for consulting pupils with SEND and involving them in their education

All pupils are encouraged to participate in all aspects of school life and we value highly the contribution that each child has to make to our school community. We encourage positive dialogue with children to gain a realistic view of how they perceive their school experience here at The William Hogarth. This helps us to signpost the actions which will support adaptations in Quality First Teaching and other more targeted interventions. In addition, the revised code of practice for SEND places a stronger emphasis on engagement with children and young people to address any emerging difficulties, identify what is working well and what is not and agree outcomes to work towards. We recognise that giving pupils a greater voice in planning and reviewing support can be empowering and increase the impact of any action taken to support progress towards outcomes and realise longer term aspirations.

The views of pupils are sought in a range of ways, including:

- Contribution to the School Council agenda through two representatives from each form
- Pupil questionnaires are used to gather their views in relation to their educational and well-being experiences
- The school's House system is used to promote the Hogarth Values and positive behaviour in relationships.
- Pupil Profiles are used to record the views of pupils, giving an opportunity to discuss their progress and can be adapted and developed in response to changing needs and progress
- As well as having a pupil profile, pupils with an EHC Plan share their views before every review meeting and participate, where appropriate in the meetings to share their views
- Looked After Children are invited to participate in their termly review meetings
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- During school closure, pupils have been able to contribute virtually and speak to individual teachers, teaching assistants and the Lead of Inclusion.

Our arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities the school provides to work with parents and children as part of this assessment and review.

Teachers regularly assess and review the progress of all the pupils they teach and provide assessment information regularly throughout the academic year as part of the school's assessment and reporting systems. The individual progress of all pupils is closely tracked across the curriculum against their expected progress. Parents/Carers are provided with a snap shot of their child's progress twice a year, as well as two parents' meetings and a written report at the end of the year, so that they can monitor the progress that their child is making. Should a parent/carer wish to discuss the progress of their child at any time outside of the specified meetings, they are encouraged to contact the school office and arrange a time to meet with the class teacher. Parents/carers of pupils with Educational Health Care Plans are expected to attend their Annual Review (virtually on in person, if permitted).

All pupils have a pupil planner to facilitate communication between home and school. Parents/carers are expected to read this planner daily and sign it daily, when the school is open. The child's class teacher is responsible for using the School planner to communicate with parents/carers on an individual basis.

The high quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observations by the Senior leadership team, including the Inclusion Lead
2. Ongoing assessment of progress made by pupils with SEND

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3. Work sampling, book looks and monitoring of planning to ensure effective matching of work to the child's needs
4. Collaborative working between the teachers and the Leader of Inclusion and other Leaders of Learning.
5. Regular advice and guidance is given to discuss meeting the needs of pupils with SEND
6. Attendance information
7. Behaviour records.

Progress within specific interventions are assessed against a base line assessment, prior to the commencement of any intervention and where progress is harder to evidence through concrete data, this may be evidenced through teacher feedback and observations, parental comments and pupil views.

The Senior Leadership Team regularly discuss the progress of pupils with special educational needs. This shared discussion leads to the reviewing of targets and specific strategies for identified pupils. In addition, there is a RADAR meeting each month which contributes to the school's identification processes.

For those pupils who have an Education, Health and Care Plan (EHC Plan), the school will arrange meetings as required by either parent or school, including a formal annual meeting. All meetings take place with parents/carers, the pupil and any outside agencies that may be involved. The progress of pupils is discussed against the outcomes set and a report is written and shared with all of those in attendance. Parents and pupils therefore play a key role in these regular reviews. These meetings will continue virtually during any school closures.

Our approach to teaching children with SEND and how they are enabled to engage in activities with their peers in the school who do not have SEND

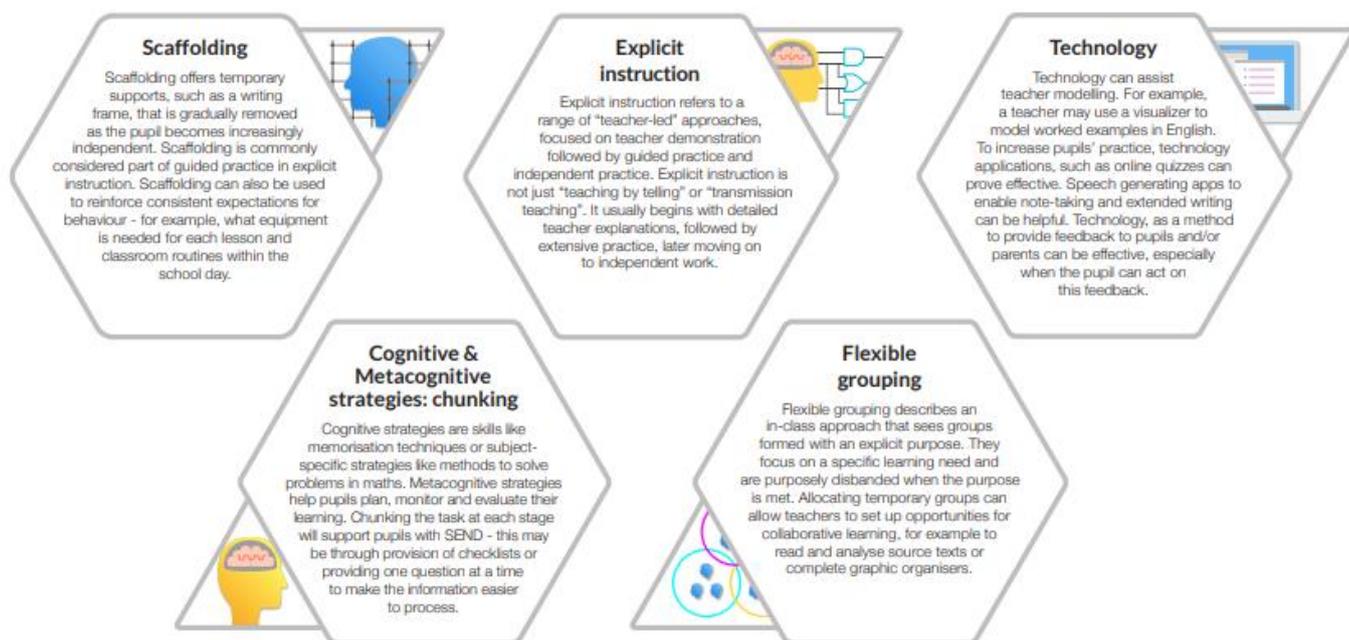
The school has a range of measures in place to ensure that pupils with SEND are included in

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activities inside and outside the classroom, including trips. These measures include the completion of risk assessments prior to any visits arranged and discussions with parents/carers.

Based on the outcome of risk assessments, additional support/strategies may be put in place where appropriate and possible. Every effort is made to include all pupils in all activities. How we make adaptations to the curriculum and the learning environment of children with SEND

Good teaching for pupils with SEND is good teaching for all. In planning high quality learning for pupils with SEND, the school uses a repertoire of the following strategies in response to individual needs.



This resource supports the [Special Educational Needs in Mainstream Schools](#) guidance report

The class teachers have responsibility for making adaptations to the teaching and curriculum of pupils with special educational needs, just as they do for all the pupils. In

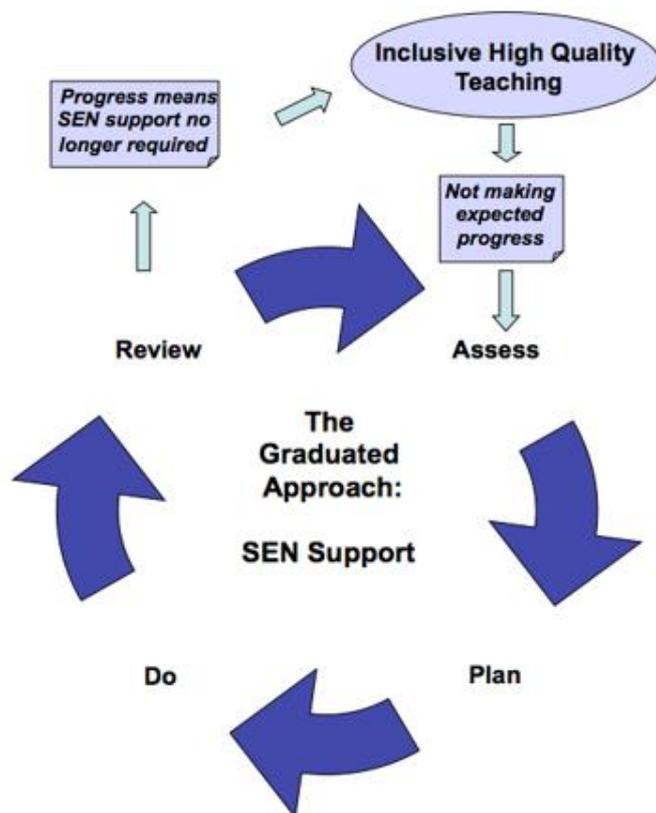
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some cases, as directed by the LEADER OF INCLUSION and based on the needs of the pupil, there may be additional support from a teaching assistant, who would work with the class teacher to meet the needs of identified pupils in their class.

Some pupils are supported outside of the class participate in small group or 1:1 intervention, as specified by their individual area of need. However, the school promotes inclusion in the classroom. This support may be delivered by a trained teaching assistant, class teacher, the school's Leader of Inclusion or in some cases an outside agency, depending on the level and type of support required.

In some cases, pupils may require specialist equipment such as coloured overlays for reading, a writing slope etc. Where a pupil requires specialist equipment to access the curriculum, every effort is made to acquire this, for example:

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to learning.
  - Differentiated activities to ensure they are able to access the curriculum
  - Graduated transition into school.
- Actions relating to SEND support will follow the Assess, Plan, Do and Review cycle so that we fully understand individual pupil's learning needs. Assessment is regular and purposeful and diagnostic, rather than a one-off event and we seek input from parents/carers, as well as the pupils themselves and specialist professionals.



All support staff receive training in the areas of SEND for which they provide support. Regular advice and guidance is also communicated to staff during briefings, including access to a wealth of information available on the school's shared drive and in the professional library for staff. Staff are also encouraged to discuss with the LEADER OF INCLUSION for further guidance and advice, when they need to. All staff are up to date and fully briefed on changes relating to supporting pupils with special educational needs.

How are financial resources matched to children's needs?

The school will allocate appropriate resources to meet the special educational needs of its pupils. We ensure that all pupils who have Special Educational needs are supported within the funds available.

There is a team of teaching assistants who are funded from the school staffing budget and either work with pupils in the class, as part of High Quality First Teaching or deliver

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interventions to meet pupils' needs, as appropriate. Hounslow Local Authority provide additional top up funding for a child with an EHCP and allocated on a 'needs' basis. The pupils who have the most complex needs are given the highest level of funding.

Top up funding is used to fund Occupational Therapy, Play Therapy and Speech and Language Therapy in most cases, and classroom Teaching Assistant support if stated in the Education, Health and Care plan.

#### The learning environment

The school site consists of two main buildings of one and two storeys. Each building is accessible from the outside and are connected by external pathways and internal hallways. We will continue to monitor accessibility and how the building can be made more accessible to meet individual access requirements, as these arise. The school's accessibility plan provides more detailed information.

- The school's main buildings meet DOA compliance where possible and all classrooms on the ground floor are accessible by wheelchair
- The main buildings are accessible on the ground floor for wheelchair users, including the dining hall
- Classrooms will be allocated on the ground floor if any pupil is a wheel chair user
- Ramps are in place to allow access to areas where there would have been a raised curb or steps
- Children's toilets are fitted with hand rails
- There are two toilets which have been adapted for disabled users, including by the dining hall
- There are wide doors to all buildings to provide access to the ground floor for wheelchair users.

If required, Personal Emergency Evacuation Plans (PEEPS) will be made for any pupil with a physical disability for whom this is relevant, to identify exit routes from every classroom

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they access, in the event of a fire.

How we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families

As a school we work closely with any external agencies that we feel are relevant to an individual pupil's needs within our school, including:

- Educational Psychologists
- CAMHS (Child & Adolescent Mental Health Service)
- Speech & Language Therapists
- Social Care
- Occupational Therapists
- Paediatricians
- Education Well-Being Practitioners
- Advisory teachers service for Visual Impairment
- Advisory teachers service for Hearing impairment
- Advisory teachers for Physical Disability
- Hounslow Early Intervention Team
- Play Therapists
- Child Psychotherapists
- Outreach Teacher from Oaklands Special School in Hounslow.

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Our arrangements for supporting children in moving between phases of education

Prior to starting at The William Hogarth school, parents and carers are invited to visit the school. During this visit they will tour the school and have an opportunity to meet some key staff. Many parents of pupils with an EHCP choose to visit the William Hogarth School and meet with the Leader of Inclusion when their child is starting school to alleviate any concerns. Where a pupil already has an identified Special Educational Need or Disability and has been successful in the application process, we actively promote liaison with their early years' provider so that the Leader of Inclusion is made aware of any additional needs that the pupil has.

For children starting the school, we will provide them with photographs of the environment and their teachers. This will take the form of a book and parents/carers are encouraged to share this with their child prior to coming to school.

As pupils reach the end of Year 5 we begin preparing them for secondary school. This includes supporting arrangements for parents and the child to visit their identified school and we would invite key staff from the secondary school to visit the child in their current classroom.

The expertise and training of staff to support children with SEND, including how the school secures specialist expertise.

The Leader of Inclusion has completed the National SENCo Award. We provide regular training on special educational needs throughout the academic year for teaching staff and teaching assistants. This involves training led by specialists who can offer relevant and specialist training, as required.

We have 'Nelly' trained Teaching Assistants to support pupils with Speech, Language and Communication needs. In addition, our Teaching Assistants have relevant training directly linked to the individuals they support and their specific needs.

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We also have staff trained in Read Write INC. An evidence-based Phonics programme which is delivered in small groups and in 1:1 targeted catch up.

Our TAs have worked with outside specialist agencies and often carry on the programmes designed by these professionals, after working alongside them with the child. External support is currently secured for pupils with social and emotional needs and those with Education Health and Care Plans.

The school has identified a CPD programme for the current academic year to refresh teachers and teaching assistants' knowledge and understanding of SEND needs. With the current restrictions, this training will be carried out virtually.

How the school provides support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying

The school has a strong pastoral and values system which supports the well-being and personal development of all pupils. This is led by the Senior leaders in the school and their class teachers provide a caring and safe environment for the children in their class. Children are encouraged to share their worries with their class teacher. Involvement from outside agencies may be sought where a pupil has more complex social, emotional or mental health needs.

Evaluating the effectiveness of the provision made for children with SEND

The school evaluates the effectiveness of provision for pupils with SEND by measuring both qualitative and quantitative data. We will gather the views of parents/carers and pupils on how successful the provision has been in enabling them make progress and how they are doing compared to their peers nationally. This information is regularly shared with the governing body. Pupils who receive SEND Support will move off the SEND register when they have made sufficient progress and no longer need additional support and/or reasonable

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adjustments.

The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils.

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extracurricular activities encourage the participation of all pupils. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils. The school has an equality opportunities policy which sets how the school addresses this area.

The school's arrangements for handling complaints from parents of children with SEND about the provision made at the school

We hope that through regular communication and high-quality provision, that arrangements made for pupils with special educational needs is highly valued by pupils and parents/carers. However, if parents/carers are unhappy about any aspect of the school's response to meeting their child's needs, we would ask that they contact their child's class teacher or the LEADER OF INCLUSION, in the first instance.

If a parent/carer feels that the issue has not been resolved, the matter will be escalated to the Headteacher. If a complaint wishes to be raised, the parent/carer should contact the governor with responsibility for SEND. At all stages, we will seek to resolve issues through mediation, however, if unsuccessful, the school's complaint policy can be found on the website and hard copies can be obtained from the school office.

Who can parents/carers contact for further information?

The first point of contact would be the pupil's class teacher to share concerns regarding the child's learning. Parents/carers may also contact the Leader of Inclusion.

Please call the School Office on 0208 994 4782 to make an appointment with the relevant member of staff, if required.

Mrs Katy Luciani

Leader of Inclusion

September 2021

