

Special Educational Needs and Disabilities(SEND) Information Report

Bedfont Primary School



Approved by:	Gemma Donnelly	Date: September 2026
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At Bedfont Primary School, we believe that every child deserves the opportunity to thrive, achieve their full potential and develop the confidence, knowledge and skills they need for a happy, successful future. We are committed to providing an inclusive learning environment where every pupil is valued, supported and challenged to succeed, regardless of their individual needs or starting points.

Inclusion is at the heart of everything we do. We do not see SEND support as something separate from everyday teaching; instead, we strive to ensure that our curriculum, teaching, learning environment and wider school experiences are designed to enable all pupils to participate fully and make excellent progress. We recognise that every child is unique, and we work collaboratively with families and external professionals to ensure that the right support is provided at the right time.

We hope the information in this report explains how Bedfont Primary School meets the needs of pupils with Special Educational Needs and Disabilities (SEND) and helps you to understand the support available for your child.

The purpose of this SEND Information Report is to explain how we put our SEND Policy into practice and how we identify, support and review the progress of pupils with SEND. It also outlines how we work in partnership with parents, carers and other professionals to achieve the best possible outcomes for every child. This report fulfils **SEND Code of Practice paragraphs 6.79–6.83** and should be read alongside the SEND Policy and Accessibility Plan.

Further information about our approach can be found in our SEND Policy, which is available on our school website: www.bedfontprimary.co.uk.

If you are unsure of any of the terms used in this report, please refer to the Glossary at the end of the document.

1. What types of SEN does the school provide for?

Bedfont Primary School is an inclusive mainstream school committed to ensuring that every child has the opportunity to thrive, achieve their full potential and participate fully in school life. We provide high-quality, inclusive teaching that is appropriately adapted and personalised to meet the needs of all pupils.

In line with the SEND Code of Practice (2015), a child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them. This may mean that they have significantly greater difficulty in learning than others of the same age or that a disability prevents or hinders them from accessing the facilities or provision generally available in a mainstream school.

We support pupils across the four broad areas of need identified in the SEND Code of Practice:

- **Communication and Interaction** – including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- **Cognition and Learning** – including specific learning difficulties such as dyslexia, dyspraxia and dyscalculia, as well as moderate, severe or profound learning difficulties where appropriate.
- **Social, Emotional and Mental Health (SEMH)** – including attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety, emotional regulation difficulties and other social, emotional or mental health needs that may affect learning.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and physical disabilities.

At Bedfont Primary School, support is tailored to each child's individual strengths and needs. Depending on a pupil's needs, support may include high-quality classroom adaptations, targeted interventions and specialist provision. Examples of the support available at Bedfont Primary School include:

- Speech and Language interventions delivered following advice from Speech and Language Therapists.
- Reading Recovery and targeted reading support to develop fluency, comprehension and confidence.
- Little Wandle Keep-up and Catch-up interventions to support early reading and phonics.
- Precision Teaching to develop and reinforce key skills through short, structured practice sessions.
- Emotional Literacy Support Assistant (ELSA) sessions to support emotional wellbeing and resilience.
- The use of Zones of Regulation across the school to help pupils understand, manage and regulate their emotions.
- Lego Therapy to develop communication, social interaction, teamwork and problem-solving skills.

- Nurture provision in **The Nest**, providing a calm, supportive environment for pupils who require additional emotional or pastoral support.
- Sensory provision and sensory resources to help pupils regulate and access learning successfully.
- Additional support during lunchtime and playtimes to promote positive friendships, independence and successful participation in social activities.

These interventions and provisions are carefully matched to individual need through our Assess, Plan, Do, Review process. Not every pupil will require the same support, and interventions are regularly reviewed to ensure they are having a positive impact on progress, wellbeing and independence.

As part of Hounslow's inclusive approach to education, we are supported by the Local Authority to ensure that pupils with SEND receive the provision they need to succeed in a mainstream setting wherever this is appropriate and in the best interests of the child. Further information about services available across the borough can be found through the [Hounslow SEND Local Offer](#).

2. Which staff will support my child, and what training have they had?

At Bedfont Primary School, every teacher is responsible for the progress and wellbeing of pupils with SEND. Our Inclusion Team works alongside teachers, teaching assistants, parents and external professionals to ensure children receive the support they need. All staff receive ongoing SEND CPD linked to school priorities, and our team has expertise across a range of areas, including Autism, ADHD, Speech and Language, Trauma-informed Practice, Social, Emotional and Mental Health (SEMH), and Sensory Processing. This breadth of knowledge enables us to provide tailored support that meets the diverse needs of our pupils.

Mrs Swasbrook – SENCO

Mrs Swasbrook has over 25 years of experience in primary education and is passionate about ensuring every child reaches their full potential. She is a qualified Reading Recovery Teacher and has extensive training in supporting pupils with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and the safeguarding of pupils with SEND. She is currently completing the National Professional Qualification for SENCOs (NPQ SENCO) and has recently completed Speech and Language Essentials for Every School training. Mrs Swasbrook works closely with pupils, families, staff and external professionals to ensure children with SEND receive personalised support that enables them to thrive academically, socially and emotionally. **She is allocated [number of days/hours] a week to manage SEN provision.**

Contact: senco@bedfont.hounslow.sch.uk

Mrs Donnelly – Headteacher

- Has overall responsibility for ensuring the SEND Code of Practice is implemented across the school.
- Ensures parents and pupils are involved in reviewing SEND provision.
- Works closely with the SENCO and Governing Body to monitor SEND provision.

Class Teachers

- Are responsible for the progress and achievement of every child in their class.
- Deliver high-quality, differentiated teaching.
- Work with the SENCO and parents to plan, review and monitor support.
- Set ambitious targets and maintain detailed records of pupils' progress.

Teaching Assistants (TAs and HLTAs)

- Support learning in class and through targeted interventions.
- Deliver planned programmes under the guidance of teachers and the SENCO.
- Work with individuals and small groups to help pupils achieve their learning outcomes.

External agencies and experts

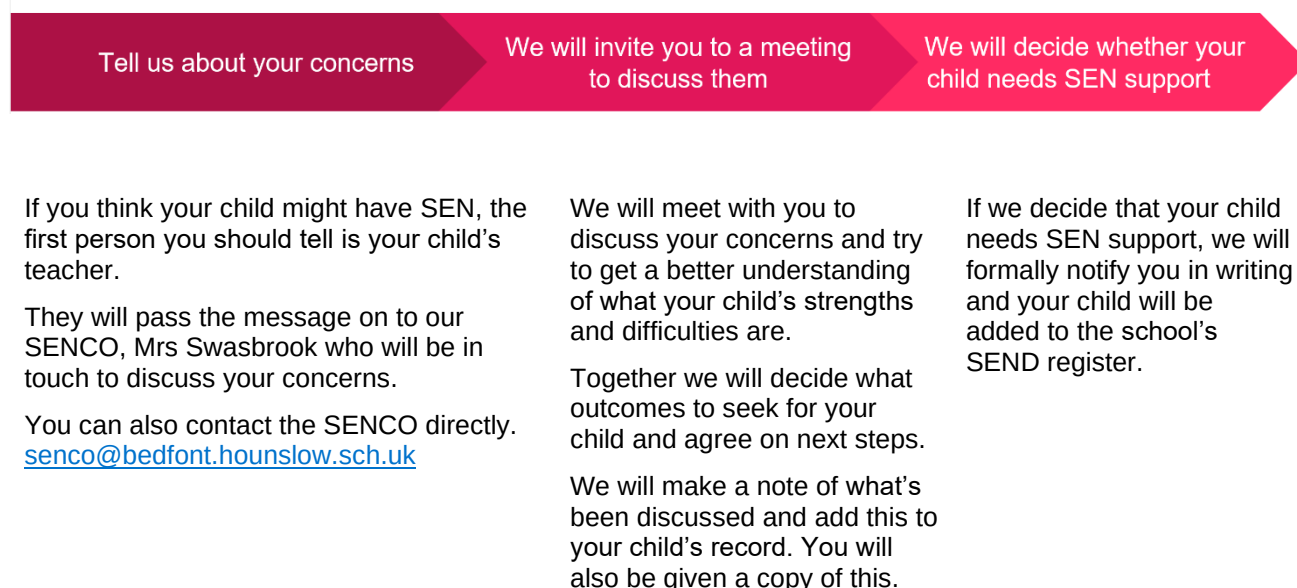
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

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

At Bedfont Primary School, we recognise that parents and carers know their children best and are essential partners in their child's education. If you have any concerns about your child's learning, development, communication, behaviour, emotional wellbeing or physical needs, we encourage you to speak with us as early as possible so that we can work together to provide appropriate support.

We are committed to building strong, positive relationships with families and believe that the best outcomes for children are achieved through genuine collaboration. Parents and carers are equal partners in identifying needs, planning, reviewing and evaluating SEND provision. We value the knowledge, insights and expertise that families bring and work together to ensure that every child receives the right support to thrive both academically and personally.



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

At Bedfont Primary School, we use a graduated approach to identifying pupils who may have Special Educational Needs. We recognise that children learn and develop at different rates, and we monitor every child's progress carefully to ensure that any additional needs are identified as early as possible.

A child may be identified as needing SEN support in a number of ways, including:

- Concerns raised by parents or carers.
- Observations and assessments by the class teacher.
- Ongoing monitoring of academic progress, attainment and development.
- Progress that is significantly slower than that of their peers despite high-quality teaching.
- Difficulties with communication, interaction, attention, behaviour, emotional wellbeing, physical development or independence.
- Changes in a child's presentation following experiences such as bereavement, bullying or significant changes in family or personal circumstances. While these experiences may affect a child's learning or wellbeing and prompt further assessment, they do not automatically indicate that a child has Special Educational Needs.
- Information shared by previous educational settings, health professionals or external agencies.
- Screening and assessment tools used within school.
- Discussions at pupil progress meetings between teachers, the SENCO and senior leaders.
- The child's own views about their learning, wellbeing and school experience, gathered through pupil voice activities such as learning conversations, one-page profiles, child-friendly reviews, Draw and Tell, worry boxes and pupil questionnaires.

If concerns are identified, the class teacher will discuss these with you and the SENCO. Together, we will gather information about your child's strengths, needs and any barriers to learning before deciding whether additional support is required.

We believe that children should be involved in decisions about their learning wherever possible. Understanding how a pupil feels about school, their friendships and their learning helps us build a complete picture of their strengths and any barriers they may be experiencing. Depending on the child's age and needs, we may gather their views through learning conversations, one-page profiles, child-friendly reviews, pupil questionnaires, Draw and Tell activities or worry boxes.

All class teachers are responsible for monitoring the progress and wellbeing of every pupil. If a teacher notices that a child is not making the expected progress, they will first consider whether there are gaps in learning that can be addressed through targeted teaching or short-term interventions. Many pupils make good progress once these gaps have been identified and addressed.

If a child continues to experience difficulties despite this support, the class teacher will discuss their concerns with the SENCO and contact you to explore whether your child may have Special Educational Needs.

The SENCO will gather further information by observing your child in the classroom and around the school, discussing their progress, attainment and wellbeing with their teachers, and considering assessment information and available national data. The SENCO will also seek your views and your child's views, using age-appropriate approaches where needed, as these are an important part of understanding your child's strengths, needs and the support that may be required.

Where appropriate, the SENCO may also seek advice from external professionals, such as a speech and language therapist, an educational psychologist or a paediatrician.

Using all of the information gathered, the SENCO will decide whether your child requires SEN support. You will be informed of the outcome in writing.

If your child does require SEN support, they will be added to the school's SEND register, and the SENCO will work with you to develop an appropriate SEN Support Plan.

5. How will the school measure my child's progress?

At Bedfont Primary School, we carefully monitor the progress of all pupils to ensure they are making good progress from their individual starting points. We recognise that progress may look different for every child

and consider academic achievement alongside communication, social development, emotional wellbeing, independence and personal development.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. Where the agreed outcomes have been achieved, pupils may be removed from the SEND Register and placed on a monitoring list, while their progress continues to be closely observed. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We believe that working in partnership with parents and carers is essential to helping every child achieve their full potential. We recognise that parents and carers are the experts on their children, and we value your knowledge of your child's strengths, interests, needs and aspirations. Working together, we will agree the outcomes we want your child to achieve and identify the most effective ways to support their progress.

We will keep you informed about your child's progress throughout the year and provide a written annual report detailing their achievements and progress.

In addition, your child's class teacher will meet with you at least three times a year to:

- Review your child's progress and celebrate their achievements.

- Work in partnership with you to agree clear outcomes and next steps for learning.
- Discuss the support and strategies being used to help your child achieve those agreed outcomes.
- Review the effectiveness of any SEN provision or interventions.
- Agree how school, home and your child (where appropriate) can work together to support continued progress.

The Special Educational Needs Coordinator (SENCO) may also attend these meetings where appropriate to provide additional advice and support.

We recognise that parents and carers are the experts on their children. Your knowledge of your child's strengths, interests, needs and aspirations is invaluable in helping us provide the most effective support. We encourage you to share your views and let us know how your child is progressing at home so that we can gain a fuller understanding of the impact of the support being provided in school. Your views will help shape the outcomes we agree for your child and the support we put in place to help them achieve those outcomes.

If your child's needs, circumstances or aspirations change at any point during the year, please let us know as soon as possible. This enables us to review and adapt our provision to ensure it continues to meet your child's individual needs.

Following each review meeting, a record of the agreed outcomes, actions and support will be made and shared with all relevant staff. You will also receive a copy for your records.

Who can I speak to if I have concerns?

If you have any questions or concerns between review meetings, we encourage you to contact us.

You can:

- Speak to your child's class teacher at the end of the school day for brief updates or to discuss any immediate concerns. Teachers will do their best to speak with you once all children have been safely dismissed.
- Contact the school office by telephone or email to request a meeting with your child's class teacher. A mutually convenient appointment will be arranged if a longer discussion is needed.

If your child has Special Educational Needs and you would like to discuss their provision, progress or support in more detail, you can also arrange a meeting with the Special Educational Needs Coordinator (SENCO) by contacting the school office.

We are committed to maintaining open, honest and positive communication with families and believe that working together is the best way to ensure every child is happy, supported and able to thrive

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

At Bedfont Primary School, we believe that every child should be able to access a broad, balanced and engaging curriculum. We adapt our teaching, learning environment and resources to ensure that all pupils,

including those with Special Educational Needs and Disabilities (SEND), are able to participate, achieve and make progress from their individual starting points. In line with our duties under the Equality Act 2010, we make reasonable adjustments where required to ensure that pupils with disabilities are not placed at a substantial disadvantage and are able to access all aspects of school life.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by-case basis to ensure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Making reasonable adjustments under the Equality Act 2010, where appropriate. These may include environmental adaptations (such as accessible classrooms, adapted furniture or reduced-distraction workspaces), flexible timetables or movement breaks, sensory adaptations (such as access to quiet spaces, sensory equipment or adjusted lighting and noise levels), and assistive technology (such as speech-to-text software, communication aids or specialist ICT equipment).
- Teaching assistants will support pupils on a 1-to-1 basis when this is identified as the most appropriate provision through the Assess, Plan, Do, Review process. This may include delivering targeted interventions, supporting communication, literacy or numeracy, developing independence, or meeting physical, sensory or medical needs.
- Teaching assistants will support pupils in small groups when pupils have similar learning or developmental needs and would benefit from targeted intervention programmes. These may include interventions to develop communication and interaction, literacy, numeracy, emotional regulation, social skills, motor skills or sensory needs, delivered under the guidance of the class teacher and SENCO.

9. How will the school evaluate whether the support in place is helping my child?

At Bedfont Primary School, we regularly review the support provided to ensure it is having a positive impact on your child's progress and wellbeing. We recognise that every child is unique, and we continually adapt our provision to ensure it meets their changing needs. We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care plan)

- Lesson observations and learning walks
- Book scrutiny
- Provision map reviews
- Pupil voice

10. How will the school resources be secured for my child?

At Bedfont Primary School, resources are allocated according to the individual needs of each child. The SENCO works closely with the Headteacher, class teachers and external professionals to ensure that the appropriate staffing, equipment and specialist support are in place so that pupils with SEND can access learning and make good progress.

Funding delegated to the school by the Local Authority is used flexibly to support pupils with SEND who do not have an Education, Health and Care (EHC) Plan. This funding enables us to provide high-quality SEND provision, including targeted interventions, specialist resources and staff training.

Depending on your child's individual needs, we may secure:

- Additional teaching assistant support.
- Specialist equipment, resources or adaptations to the learning environment.
- Further training for staff to meet your child's specific needs.
- Advice and support from external specialists, such as speech and language therapists, occupational therapists or educational psychologists.
- Targeted intervention programmes delivered by trained staff.
- Time for the SENCO to work with families, staff and external agencies to plan, monitor and review provision.
- The school may apply for High Needs Top-Up Funding where appropriate.

If we feel that additional specialist support would benefit your child, we will always discuss this with you first and, where appropriate, consult with external professionals to identify the most effective strategies, resources and provision to help your child access learning and achieve their full potential.

For pupils with an Education, Health and Care (EHC) Plan, additional funding is provided by the Local Authority based on their assessed level of need. This funding may be used to provide:

- Additional adult support where appropriate.
- Specialist services, such as speech and language therapy, occupational therapy or physiotherapy.
- Specialist equipment and resources to support learning, communication, physical access or medical needs.

The SENCO regularly reviews each child's needs to ensure that staffing, interventions, equipment and specialist support continue to meet their needs. We also work closely with external agencies to secure

additional advice and resources whenever required, ensuring every child receives the support they need to thrive.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Bedfont Primary School, we are committed to ensuring that every child is fully included in all aspects of school life. We believe that every pupil should have the opportunity to learn, play and achieve alongside their peers, regardless of their individual needs. Participation is carefully planned through reasonable adjustments, appropriate adaptations and individual risk assessments where necessary, ensuring that pupils can access opportunities safely and successfully, rather than relying solely on additional adult support.

- All of our extra-curricular clubs, educational visits and enrichment activities are open to all pupils, including our before and after-school clubs.
- All pupils are encouraged to take part in school trips, including our residential visits where appropriate. Careful planning and individual risk assessments are completed to ensure pupils with SEND can participate safely and successfully.
- All pupils are encouraged to take part in Sports Day, school performances, themed curriculum days, workshops, competitions and other enrichment activities.
- Pupils with SEND are encouraged to take on leadership roles within the school, such as becoming members of the School Council, Wellbeing Ambassadors or other pupil leadership groups. We believe every child should have opportunities to develop confidence, responsibility and independence.
- No pupil is excluded from participating in school activities because of their SEND or disability. We make reasonable adjustments wherever necessary to remove barriers to participation. This may include adapting activities, providing additional adult support, modifying resources or equipment, making environmental adjustments, or seeking advice from specialist professionals.
- Where a pupil requires individual support to access an extra-curricular activity, we work closely with parents and carers to complete a needs analysis and plan appropriate support to enable them to participate alongside their peers.
- We are committed to creating an inclusive environment where every child feels valued, respected and able to contribute fully to school life.

This approach reflects our belief that every child should have equal opportunities to participate, develop friendships, contribute to the wider school community and experience success

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Bedfont Primary School, we are committed to providing an inclusive education and welcome applications from all children, regardless of their special educational needs or disabilities. We aim to ensure that every child has equal access to a high-quality education in a supportive and inclusive environment.

Admission arrangements

- Admissions are managed in accordance with the Local Authority's admissions procedures and the school's Admissions Policy.
- Children with an Education, Health and Care Plan whose plan names Bedfont Primary School will be admitted to the school before any other places are allocated, in line with the Children and Families Act 2014.

- We welcome children with SEND wherever we are able to meet their needs and work closely with parents, the Local Authority, previous settings and other professionals to ensure appropriate provision is in place before a child starts school.
- Prior to admission, we liaise with families and any previous educational settings to gather information about a child's strengths, needs and any support that may be required. This enables us to plan a smooth transition and ensure appropriate resources, staffing and reasonable adjustments are in place.

Fair admissions

Our oversubscription criteria are applied fairly and consistently and do not disadvantage children with SEND or disabilities. A child's SEND or disability is never used as a reason to refuse admission where the school is named in an EHC Plan or where the school is able to meet the child's needs through reasonable adjustments and appropriate provision.

As outlined in our SEND Policy, we welcome children with a wide range of needs—physical, cognitive, social and emotional—and work in partnership with families, the Local Authority and external agencies to ensure that each child receives the support they need to thrive.

13. How does the school support pupils with disabilities?

At Bedfont Primary School, we are committed to ensuring that pupils with disabilities are fully included in all aspects of school life. We are dedicated to removing barriers to learning and participation so that every child can achieve their full potential in a safe, supportive and inclusive environment.

Preventing discrimination

We actively promote equality of opportunity and do not treat disabled pupils less favourably than their peers. We make reasonable adjustments to ensure that pupils with disabilities can access all areas of school life, including lessons, educational visits, clubs and wider school activities. Staff work closely with families and external professionals to understand each child's individual needs and to plan appropriate support.

Facilities and support

Our school has a range of facilities and resources to support pupils with disabilities, including:

- Accessible entrances suitable for wheelchair users.
- Designated disabled parking close to the school entrance.
- Two accessible toilets and shower facilities.
- Specialist equipment and resources where required, such as laptops, coloured overlays, enlarged print, visual timetables and other assistive technology.
- Adaptations to the learning environment and curriculum to meet individual needs.
- Access to specialist services, including occupational therapy, physiotherapy, speech and language therapy and the Sensory Education and Support Service (SENSS), where appropriate.

Accessibility

Our Accessibility Plan explains how we continually improve access for disabled pupils by:

- Increasing opportunities for pupils with disabilities to participate fully in the curriculum.

- Improving the physical environment so that pupils can access education, facilities and services safely and independently.
- Improving the availability of information through accessible formats and appropriate communication methods to meet individual needs.

The Accessibility Plan is available on the school website or from the school office on request.

Working in partnership

We work closely with parents, carers, the Local Authority and specialist professionals to ensure that any reasonable adjustments, equipment or additional support are identified and put in place as early as possible. Provision is regularly reviewed by the SENCO and class teachers to ensure it continues to meet each child's needs and enables them to participate fully in school life.

14. How will the school support my child's mental health, and emotional and social development?

At Bedfont Primary School, we recognise that children learn best when they feel safe, happy and valued. Supporting pupils' emotional wellbeing and mental health is central to our inclusive ethos. We provide a nurturing environment where every child is encouraged to develop confidence, resilience, independence and positive relationships. We recognise that some pupils with SEND may be more vulnerable to bullying, discrimination, online harm, exploitation and abuse. Safeguarding is central to all that we do, and all staff receive regular safeguarding and SEND training to help them recognise additional vulnerabilities, identify concerns at the earliest opportunity and provide appropriate support to keep pupils safe.

Supporting emotional wellbeing and social development

› We support pupils' emotional wellbeing and social development by:

- Promoting a positive, inclusive school culture where everyone is respected, valued and encouraged to succeed.
- Using the Zones of Regulation across the school to help pupils recognise, understand and regulate their emotions.
- Providing access to The Nest, our nurture provision, which offers a calm, supportive environment for pupils who need additional emotional support during the school day.
- Running a structured Buddy Club at lunchtimes to promote friendships, develop social skills and encourage positive play.
- Offering a range of targeted interventions to meet individual needs, including:
 - Emotional Literacy Support Assistant (ELSA) sessions
 - Drawing and Talking Therapy
 - Play Therapy
 - Nurture groups
 - Gardening activities
- Encouraging pupils with SEND to participate fully in school life, including leadership opportunities such as the School Council, Wellbeing Ambassadors and other pupil leadership roles, helping them to develop confidence, independence and a strong sense of belonging.

Our Designated Mental Health Lead, Mrs Donnelly, works closely with the SENCO, class teachers and pastoral staff to coordinate support and ensure that appropriate interventions are available when needed.

Working with external professionals

Where pupils require additional or more specialist support, we work closely with a range of external agencies to ensure their needs are met. For children in the Early Years Foundation Stage (EYFS), referrals may be made to the Child Development Team (under 5s) where appropriate. For older pupils, we work in partnership with Child and Adolescent Mental Health Services (CAMHS) when specialist assessment or intervention is required. We also liaise with a range of local services, including Targeted Youth Support, Intensive Family Support, the Let's Talk programme and the Tier 2 CAMHS Education Mental Health Practitioner (EMHP) service, ensuring that support is tailored to each child's individual needs.

Listening to pupils' views

We believe that every child should have a voice in decisions about their education and wellbeing. We encourage pupils with SEND to share their views in ways that suit their individual communication needs and ensure they are actively involved in decisions about their learning and support.

We do this by:

- Encouraging pupils to express their views through conversations, one-to-one sessions, intervention programmes and review meetings.
- Involving pupils in planning, reviewing and evaluating their support through the Assess, Plan, Do, Review process.
- Supporting pupils to contribute to their One Page Profile and, where appropriate, their Education, Health and Care (EHC) Plan reviews.
- Working closely with families to ensure children's views are understood, valued and reflected in the support they receive.

We take time to listen carefully to our pupils so that they feel respected, included and empowered to make a positive contribution to decisions about their education.

Preventing bullying

We are committed to creating a culture of kindness, respect and inclusion where every child feels safe and valued. Bullying of any kind is not tolerated. We recognise that pupils with SEND may be at greater risk of bullying, social isolation and online harm. We take proactive steps to identify and reduce these risks through careful monitoring, teaching online safety and positive relationships, and working closely with pupils, families and external agencies where appropriate.

We promote positive relationships by:

- Teaching respect, diversity, inclusion and celebrating differences through our curriculum, assemblies and whole-school values.
- Providing structured opportunities for pupils to build friendships and develop social confidence through initiatives such as Buddy Club and The Nest.
- Closely monitoring vulnerable pupils and responding promptly to any concerns.
- Working in partnership with parents and carers to resolve issues quickly and effectively.
- Following our Behaviour and Relationships Policy and Anti-Bullying Policy to ensure that any incidents are managed fairly, consistently and appropriately.

Where a pupil with SEND experiences difficulties with friendships or social interactions, we provide additional pastoral support and work closely with families to help build positive relationships and develop social confidence.

Our aim is for every child to feel safe, respected, included and able to thrive both socially and emotionally as a valued member of the Bedfont Primary School community.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We understand that moving to a new class or school can be an anxious time for some children. We work closely with pupils, families and other professionals to ensure transitions are carefully planned and tailored to each child's individual needs.

Starting at Bedfont Primary School

Before children join our Nursery or Reception classes, a member of the Early Years team will meet with families before their child starts school to begin building positive relationships and gain an understanding of each child's strengths and needs.

When a child joins Bedfont Primary School from another educational setting, we:

- *Arrange visits to the school wherever possible.*
- *Meet with parents and carers to discuss their child's needs.*
- *Liaise with the previous setting to gather information and ensure appropriate support is in place from the start.*

Moving between year groups

To help pupils with SEND prepare for a new school year, we:

- *Hold transition meetings between the current teacher and the new class teacher to share information about each child's strengths, needs and successful strategies.*
- *Arrange additional visits to the new classroom and opportunities to spend time with the new teacher during the summer term.*
- *Provide personalised transition booklets or social stories, where appropriate, to help children become familiar with new routines, staff and learning environments.*
- *Update and share pupils' One Page Profiles with relevant staff to ensure continuity of support from the first day of the new school year.*

Moving to secondary school

We work closely with local secondary schools to ensure a smooth transition.

This includes:

- *The SENCO liaising with the receiving secondary school's SENCO to discuss pupils' individual needs and successful strategies.*
- *Inviting secondary school staff to attend the final Annual Review for pupils with an Education, Health and Care (EHC) Plan.*
- *Arranging additional transition visits where needed.*
- *Sharing SEND records and relevant information with the new school (with parental knowledge).*
- *Supporting pupils to develop independence, organisation and confidence so they are well prepared for the next stage of their education.*

Working with parents

Parents and carers are involved throughout the transition process. We work in partnership with families to plan appropriate support and ensure that transitions are positive experiences. We will always discuss with you what information should be shared with your child's new setting to help them settle successfully and continue to make progress.

Our aim is to ensure that every pupil feels confident, supported and ready for the next stage of their education.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Donnelly will work with Mrs Swasbrook, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

At Bedfont Primary School, we value the positive partnerships we build with parents and carers and encourage any concerns to be raised as early as possible. We believe that open communication and working together in the best interests of the child helps to resolve most concerns quickly and effectively.

➤ Raising a concern

If you have concerns about your child's SEND provision, we recommend the following steps:

1. Speak to your child's class teacher in the first instance, as they are responsible for your child's day-to-day learning and support.
2. Contact the SENCO if your concern remains. The SENCO will discuss your concerns, review the support in place and work with you to agree the most appropriate next steps.
3. Arrange a meeting with the Headteacher if you feel that your concerns have not been resolved.
4. Follow the school's Complaints Policy if the matter cannot be resolved informally. The policy is available on the school website or from the school office.

We are committed to listening carefully to parents and carers and will always aim to resolve concerns promptly, fairly and collaboratively.

Independent advice and support

If you would like impartial advice about your child's SEND support, you can contact:

- Hounslow SEND Information, Advice and Support Service (SENDIASS), which provides free, confidential and impartial information, advice and support for parents, carers and young people.
 - Telephone: 020 8583 2607 (Monday to Friday, 9.00 am–2.00 pm)
 - Email: SENDIASS@hounslow.gov.uk
- The Hounslow Local Offer, which provides information about SEND services, support and mediation available across the borough.

If you remain dissatisfied

If you are not satisfied with the school's response, you have the right to escalate your complaint. In some circumstances, this right also applies to the young person themselves.

Information about resolving disagreements and making complaints can be found in the SEND Code of Practice (2015), paragraphs 11.100–11.111.

Disability discrimination claims

If you believe your child has been discriminated against because of their disability, you have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). Claims may relate to:

- admissions
- exclusions
- the provision of education and associated services
- a failure to make reasonable adjustments, including the provision of auxiliary aids and services.

Before making an appeal to the SEND Tribunal, parents and carers are encouraged to consider disagreement resolution or mediation, which can often help resolve concerns without the need for formal legal proceedings. Information about local mediation and disagreement resolution services is available through Hounslow SENDIASS and the Hounslow Local Offer.

Further information about disability discrimination claims is available from the UK Government website.

18. What support is available for me and my family?

At Bedfont Primary School, we recognise that supporting a child with SEND can sometimes be challenging, and we are committed to working in partnership with families. If you have any questions about your child's special educational needs or are finding things difficult, please speak to us. We are here to support you, your child and your family.

Local support

A wide range of information, advice and services is available through the Hounslow SEND Local Offer which brings together details of education, health, social care and community services for children and young people with SEND and their families.

The Hounslow SEND Local Offer can be accessed at:

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

Families may also find the following organisations helpful:

- **Hounslow SENDIASS** – An independent, free and confidential service providing impartial information, advice and support for parents, carers and young people aged 0–25 with SEND. SENDIASS can help families understand SEND processes, Education, Health and Care Plans (EHCPs), annual reviews, mediation and their legal rights.
- **Hounslow Parent Carer Forum** – An independent, parent-led organisation representing the views of families of children and young people with SEND. The forum offers regular meetings, information events and opportunities for parents to share experiences and influence local SEND services.
- **Heathrow Special Needs Centre** – A local charity providing specialist play sessions, family support, holiday activities and opportunities for children and young people with additional needs to develop confidence and independence.
- **Hounslow (West) Mencap** – Offers advice, advocacy, activities and community programmes for children, young people and adults with learning disabilities and their families.

- **Skylarks** – Provides therapies, parent support groups, training, workshops and inclusive activities for children with disabilities and additional needs, alongside information and advice for families.
- **21 & Co** – A parent-led charity offering information, training, family events and social opportunities for children and young people with Down syndrome and their families across South West London and Surrey.
- **Autism Hounslow** – Provides information, advice and support for autistic children, young people and their families, helping them to access local services and community support.
- **Hounslow Family Hubs** – Offer early help, parenting support, workshops and access to a range of family services, including support for families of children with SEND.

National organisations

The following national organisations also provide high-quality information, advice and support for families of children and young people with SEND:

- [IPSEA](#) – Independent legal advice and support on SEND law and education rights.
- [SEND family support](#) – Information, advice and practical support for families of children with SEND.
- [NSPCC](#) – Advice and support to help keep children safe and promote their wellbeing.
- [Family Action](#) – Practical, emotional and financial support for families facing a range of challenges.
- [Special Needs Jungle](#) – Independent information, resources and guidance for parents, carers and professionals on all aspects of SEND.

We encourage families to access these services whenever additional advice or support is needed. Working together with parents, carers and external organisations helps us achieve the best possible outcomes for every child.

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Personal Education Plans (PEPs)** -A statutory plan for children and young people who are in care (looked after by the local authority).
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages