Specialised Support at Wellington Primary School

Our SEND Information Report

Mrs L Gleeson

September 2026

Timings, Legislation and Guidance

The Children and Families Act 2014 received Royal Assent on 13 March 2014. Part 3 sets out the statutory framework for children and young people with special educational needs and disabilities (SEND). This report should be read alongside the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years (January 2015), the Equality Act 2010 and other current statutory guidance relevant to pupils with SEND.http://www.legislation.gov.uk

For 2026-27, the SEND Code of Practice remains the statutory code. The Government's 2026 schools and SEND reforms, including proposals for a Universal Offer, National Inclusion Standards and Experts at Hand, set an important direction of travel but are not presented in this report as replacing current statutory duties unless and until the relevant changes come into force.

Other current national guidance relevant to this report includes Keeping Children Safe in Education 2026, Working Together to Improve School Attendance (updated July 2026), Supporting pupils at school with medical conditions, and the statutory Allergy Safety in Schools guidance introduced for September 2026 under the Children's Wellbeing and Schools Act 2026.

All Hounslow schools have a similar approach to meeting the needs of pupils with additional needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The Local Authority's SEND Local Offer provides information about education, health and social care services and support expected to be available for children and young people with SEND aged 0 to 25. Schools must also publish and keep their own SEN Information Report under review.

What is the Local Offer?

The Local Authority's SEND Local Offer brings together information about education, health and social care services and support expected to be available for children and young people with SEND aged 0 to 25.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents and carers in understanding the range of services and provision in the local area.

The School SEND Information Report

This provides information to parents about the ways in which our school will support children with Special Educational Needs and Disabilities.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years

To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.

To raise staff awareness and expertise in high-quality adaptive teaching, reasonable adjustments and evidence-informed approaches which remove barriers to learning for pupils with SEND, and to provide regular professional development.

To maintain high expectations for pupils with SEND and support progress across the curriculum, including in English and mathematics.

To monitor and review individual needs regularly and to maintain clear records of any action taken.

To assess, plan, provide support and review provision at least termly, in order to involve parents and carers and to inform budgeting and resourcing for SEND.

To maintain close links with support services, other schools and agencies.

To meet with parents and carers and children on the SEND register on a termly basis to review the support that has been provided during the previous term and discuss future outcomes. These aims include all the children in our school with SEND.

Objectives

To identify as early as possible those children with SEND and the nature of their needs.

To maintain regular contact with parents and carers at all stages of support.

To work with pupils, parents/carers and professionals to identify and remove barriers to learning, participation and development, enabling access to a broad and ambitious curriculum.

To identify the provision and resources required to meet assessed need, including reasonable adjustments, ordinarily available provision and specialist support where appropriate.

To establish criteria and programmes for assessing, planning, carrying out the plan, monitoring, evaluating and reviewing the effectiveness of the provision.

Where targeted teaching or intervention outside the classroom is appropriate, this will be purposeful, proportionate and regularly reviewed. We aim to protect pupils' access to a broad and ambitious curriculum and to support participation with their peers wherever this meets the pupil's needs.

To assist the governors in fulfilling their duties regarding the provision of pupils who have additional needs.

Before and alongside any targeted or specialist SEND support, Wellington Primary School provides a strong universal offer through high-quality, inclusive and adaptive teaching for all pupils.

High-quality adaptive teaching and inclusion at Wellington Primary School

Our universal classroom practice is designed to identify and remove barriers early, maintain high expectations and enable pupils to participate, communicate and demonstrate learning in different ways.

This includes explicit instruction, modelling, scaffolding, appropriate use of technology and visual supports, careful checking for understanding, flexible grouping, communication-supportive practice and reasonable adjustments where required. Support is based on need and does not depend on a pupil having a diagnosis.

Teachers remain responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Adaptive teaching:

- High levels of pupil involvement and engagement with their learning
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work
- Regular use of encouragement and authentic praise to engage and motivate pupils

How do we identify a child who needs specialised support at Wellington Primary School?

- If a child transfers to us during the academic year and has already been identified as having SEND, we will gather information from the previous setting, listen to the child and family, and review the provision required to meet assessed need. Where a pupil has an EHC plan, the special educational provision specified in Section F must be secured by the Local Authority. We will carry out our own assessments and observations as part of the graduated approach and agree next steps with the family.

- The SENDCo/Inclusion Lead will work with the class teacher, pupil and family, using assessment, observation and other available evidence to identify strengths, barriers, needs and appropriate next steps through the graduated approach.

How do we enable children with SEND to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through visible learning, which incorporates:

- Teacher and pupil feedback
- Asking questions in lessons
- Self-reflection
- Self-assessment
- Children being part of the discussion about the support they receive
- Children identifying the next steps in their learning

In addition, children with SEND support have an **Individual Learning Profile** (ILP), which outlines the support needed to achieve additional agreed outcomes to help them become prepared for adulthood. These outcomes are decided with pupils and parents, and updated via parent's evenings etc. over the year. Class teachers will give parents and carers and children a copy of the plan as soon as it has been decided. Please make sure that you come to our parent meetings, as this is the best way we can work together with you. If you need help to get to the meeting, or you need someone to help you (e.g. a translator) then we can arrange that too if you give us prior notice.

Children with an EHC plan

In addition to termly review meetings we also hold an Annual Review meeting for all children with an EHC plan. We work with parents/carers and pupils to review the progress made against the outcomes within the plan. We aim to include the children's views in this meeting where appropriate. Children will share their ILP's and include any information that they wish to share with the adult's involved. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

Who will provide specialised support for children at Wellington Primary School?

- Children could be supported by a variety of different adults dependent on their need. Within school support may be given one to one for a very specific need or within a small group.
- Hounslow provides a range of SEND services and specialist advice, including Educational Psychology and the Sensory and Physical specialist service. Wellington can also work, with family consent, with health professionals and services including Speech and Language Therapy, Occupational Therapy, Physiotherapy, school nursing and relevant NHS services. Hounslow's Ordinarily Available Provision guidance and SEND Local Offer provide current information about local pathways and support.
- The School use a commissioned private service for Occupational Therapy and also Speech and Language therapy – these teams provide us with reports and programmes based on their observations and work with the children on their caseload.

Who should parents/carers contact if they have concerns or queries regarding their child's education and progress?

- In the first instance please talk to your child's Class Teacher – contact can be made via an informal discussion at a mutually convenient time for both or discussed at a parent consultation evening.

- Your next step would be to arrange a meeting with Mrs. Gleeson – Deputy Headteacher and SENDCo- who will be able to talk you through the school's policy on identification and pupil support.

How will I know that my child is receiving specialised support and how will I know that this is making a difference to their progress?

- Parents/carers will be informed that their child is receiving specialised support via consultation with either the Class Teacher or SENDCo.

- Parents/carers will then be sent information home each term sharing their child's current support programme (ILP) and also their progress towards their targets. Once targets have been met your child may cease to receive extra support or if more work is needed, then this too will be shared with you.

- The SENDCo completes provision planning each term – this maps out where support is needed across the school and for which children. We will use assessment data from testing and collect evidence for each support programme and assess your child's progress against the criteria set. We then identify your child's next targets and plan support accordingly.

Class teachers at Wellington Primary School are responsible for meeting the needs of all pupils in their class. We use high-quality adaptive teaching, informed by assessment and knowledge of individual strengths and needs, and make reasonable adjustments where required. The Senior Leadership Team monitors the quality and impact of inclusive teaching across the school.

Through our whole-school Learning and Teaching Policy we aim to ensure that all pupils access an ambitious, broad and balanced curriculum. Adaptations are made to remove barriers without unnecessarily lowering expectations or narrowing curriculum entitlement.

- Class Teachers at Wellington Primary school are highly skilled in meeting the needs of all children within their class. We are focused on assessing progress and devising next steps for all our learners.

Class teachers receive ongoing professional development in inclusive and adaptive teaching, SEND, reasonable adjustments and the graduated approach (assess, plan, do, review).

What types of training do those providing specialised support receive?

- Class teachers receive ongoing professional development to support high-quality inclusive and adaptive teaching, reasonable adjustments and effective SEND provision.
- All support staff receive weekly training, covering a variety of topics – these could be an opportunity to share current concerns regarding children or training on new initiatives and practice to enhance their skills. Training can be provided by members of our own Teaching Staff, Support staff themselves who have expertise in a particular area or outside training providers and advisors.

Staff Member	Training Completed
All staff	Are trained in, or receive updates on, relevant requirements and school procedures including: • SEND Code of Practice and the graduated approach • Equality Act 2010, disability and reasonable adjustments • Keeping Children Safe in Education 2026 and safeguarding • Inclusive/adaptive teaching and the school's Learning and Teaching and Behaviour & Relationships policies • Allergy safety awareness in line with statutory guidance
SEND Teaching assistants and Support Staff	Our teaching assistants are highly skilled and staff have had training in the following areas: Autistic Spectrum Condition Dyslexia

	Speech and Language and Communication programmes Makaton Occupational Therapy programmes Phonics interventions Writing support Maths Interventions including Handwriting interventions Touch typing
SEN & D Leadership	TEACCH trained – Autism Aware Introduction to Art Therapy Speech and Language and Communication programmes Occupational Therapy programmes Team Teach SCERTS Trauma Informed Mental Health Practitioner

We encourage families to use the SEND and curriculum resources available through the school's website and the Hounslow SEND Local Offer.

- Parent consultations can be offered in order for us to discuss how you can support your child further at home.
- Health needs - The school supports pupils with medical conditions in line with statutory guidance and individual need. Where appropriate, an Individual Healthcare Plan (IHP) is developed with parents/carers and relevant health professionals. Medication is stored and accessed safely in accordance with the pupil's plan; emergency medication must be readily accessible when needed. From September 2026, the school also follows the statutory Allergy Safety in Schools guidance, including the school's allergy safety policy, staff awareness and training, emergency arrangements and access to spare adrenaline auto-injectors in accordance with national requirements.

How is my child's overall well-being supported through pastoral care?

- **Pastoral Care and Mentoring** - We pride ourselves on making Wellington Primary School a caring and inclusive environment for all children. We have access to mentoring and our Senior Leadership Team can provide additional pastoral support where appropriate. Where a child requires specialist mental health support, the school can work with Hounslow's Mental Health Support Team and make or support referrals to West London NHS Trust Child and Adolescent Mental Health Services (CAMHS) where referral criteria are met.
- Every child will be a part of the **PSHE curriculum** (Personal, Social, Health, and Emotional). They will be part of weekly structured JIGSAW lessons designed to discuss and promote wellbeing.
- **Behaviour** - Pupil behaviour is managed in accordance with the school's Behaviour and Relationships policy. Wellington Primary School celebrates positive behaviour and supports those children who may have a pattern of negative behaviour. Every effort is made through

mentoring and positive reinforcement in order to develop children's independence when managing their own behaviour and making positive choices.

- **Specialised support** – The school has access to a variety of external services, which enable us to not only support children in school but also their families if needed. Our Educational Psychologist is on hand for advice and support, and we also can access specific family support workers and Social Care.

How accessible is Wellington Primary School? Will my child be included in all activities and school trips?

- In line with the Equality Act 2010, Wellington Primary School makes reasonable adjustments for disabled pupils and plans proactively to improve access to the curriculum, the physical environment and information. Our EYFS and KS1 site is single-storey and most classrooms have level access. We have accessible toilet facilities and ramps. For pupils or family members with sensory impairments, we will consider accessible formats and seek specialist advice, including from Hounslow's Sensory and Physical service, where appropriate. Please contact us to discuss individual access requirements.

- Our KS2 site is split level, but we have a lift to enable access for all to the 1st floor. Our children in Years 5 and 6 are based on the 1st floor. This site has a disabled toilet on both floors. There is level access to the building, wide access doors and drop off capacity near to the front door if required.
- **Trips, Visits and Events** - Wellington Primary School will endeavour to make every trip or visit off site accessible and available to all children. Children's needs are carefully thought through when planning an off-site activity and considerations are made for children who may require specific support. Extra adults may be asked to join a trip, medications can be transported and locations are advised prior to arrival of our needs. We also carry out a risk assessment of the location and means of transport in order to manage risks and assess the needs of our children.
  Events such as **Sports Day** are fully accessible to all children and every child would be encouraged to participate in a way that is safe and appropriate for them on an individual basis.

How will my child's transfer from another setting or to another Key Stage be managed?

Transfer from another educational setting – If your child is transferring to Wellington Primary School will endeavour to gather as much information as possible in order to support transfer. This could include the transfer of former records and assessments, if available, from their previous setting, or possibly an observation if needed. Once here they will be carefully monitored through our induction process and Class Teachers and the SENDCo/Inclusion Lead will continue to monitor their attainment and relationships with their peers. If your child received specialised support in their previous setting, Wellington Primary School will endeavour to maintain a level of support appropriate to your child's needs. We would discuss their needs with their previous setting and plan together how to best support them at Wellington Primary School. You will be invited to discuss this during the induction process or at a pre-transfer meeting.

- **Transfer to another educational setting** – If your child transfers to another setting from Wellington Primary School, we will discuss your child's needs prior to transfer with their new school. All current reports, assessments and data will be shared confidentially and we welcome observations in order for schools to plan their transfer process and support.
- **Transfer to a different Key Stage** – As a through Primary school, our transitions from Early Years to KS1 and KS1 to KS2 are managed within the school. Records are passed from one Class Teacher to the next and are also centrally kept by the SENDCo/Inclusion Lead and the School office. At transfer from KS2 to KS3 meetings are welcomed from our local feeder Secondary Schools. Representatives visit to talk to the children about transition and then all children attend a "Transition Day" in the Summer Term, when they visit their new school. For those children who are receiving specialised support, Hounslow Borough facilitates a 'Support Transfer Meeting', where all primary and secondary schools have an opportunity to share information about children who are in the transfer process. Assessment records and information is shared to ensure that there is a continuity of support. Within this process children may also be observed by their new setting.

How will specialised resources be allocated if my child requires them?

- Wellington Primary school have many resources which can be allocated to children in order to support their learning, these will be allocated based on need. We use observation and assessment to identify those children who may require an additional resource, such as, a writing slope, adapted equipment (e.g. chairs, writing equipment, reading overlays etc…) or access to adapted facilities (disabled toilets or playground access)

- The school uses its delegated resources to support pupils with SEND according to assessed need. The SENDCo/Inclusion Lead, Headteacher and Governing Body monitor the effective use of SEND resources. This does not limit statutory provision specified in an EHC plan.
- Wellington Primary School is also an Enhanced Provision school. The Ark provides specialist communication and interaction provision across our primary phases for pupils with EHC plans whose needs are consistent with the commissioned designation of the provision. Placement decisions are made through the Local Authority's statutory processes; a diagnosis alone does not determine entitlement to a place.

Please see our ARK brochure at https://www.wellington.hounslow.sch.uk/index.php/special-needs

How will I be involved in my child's education? If my child requires specialised support, how will I be involved in this process?

- Wellington Primary School encourages and welcomes parents and carers to be involved at every stage of their child's education. We hold regular termly parent consultations, where parents are invited to discuss their child's progress with the Class Teacher.
- If, despite relevant and purposeful SEN Support, a child may require provision beyond that which is ordinarily available, parents/carers, the school or other eligible parties may request an Education, Health and Care (EHC) needs assessment from the Local Authority. An EHC plan is issued only where the statutory test is met.
- Where the school proposes involvement from an external professional, parents/carers will be informed and consent will be sought where required. Information will be shared lawfully and proportionately.

The Children and Families Act 2014 provides for an integrated Education, Health and Care needs assessment and, where the statutory criteria are met, an Education, Health and Care (EHC) plan for a child or young person aged up to 25.

An EHC plan records the child or young person's special educational needs, relevant health and social care needs, agreed outcomes and the provision required to meet those needs. Section F specifies the special educational provision that must be secured by the Local Authority.

- An EHCP will look at all the needs a child has in education, health and care. Professionals from each area, along with you the parent/carer and your child, will consider what outcomes you would like to see for your child in the short and long term and the EHCP will identify what is needed to achieve them.

How will I be involved in this process?

- As a parent or carer Wellington Primary School will invite you to be involved at every step of this process. As assessments and information are gathered, you will be asked to give background information and discuss with us the short term and long-term goals you have for your child. Targets will be devised with the involvement of you the parent/carer and also if at all possible the child. If further assessment needs to take place within school hours, you will be informed of this.

How else can I be involved in Wellington School Life?

- We invite parents to support learning within the school – parent readers, multilingual book club and classroom support are all greatly welcomed, please see Mrs Gleeson or Mrs Kahlon (Deputy Head Teachers) for further information.

How will the school listen to pupil's own views?

- Children are encouraged to share their views at Wellington Primary School. We have a School Council who meets regularly to discuss whole school issues and initiatives – please see Mrs Gleeson or Mrs Kahlon (Deputy Head Teachers) for further information.
- If your child receives specialised support, they will be encouraged to share their opinions of the support programme with the SENDCo/Inclusion Lead within their termly monitoring of support.
- If further assessment of support needs to take place, children will be involved in the process of devising targets and reviewing their progress.
- How do we support children with SEND who are looked after by the Local Authority?

The SENDCo works with the school's Designated Teacher for looked-after and previously looked-after children, the relevant Virtual School and social care professionals to ensure that SEND provision and the child's Personal Education Plan (PEP) are coordinated. Where a child has an EHC plan, the PEP and EHC plan should complement one another and reviews should be aligned wherever practicable.

How are Governors involved in the running of specialised support programmes?

Wellington Primary School has a designated Governor who oversees the running of SEND support within the school, they have professional skills and knowledge related to specialised support and are regularly informed, via a termly meeting, of progress and new support initiatives. The Governing body are very supportive of the school's inclusive policy and welcome feedback from parents. Our current Governor for SEND is Mrs Satbir Sidhu.

What should I do if I have a concern or complaint about SEND provision?

We encourage parents and carers to raise concerns early with the class teacher and SENDCo so that we can work together to resolve them. Formal complaints are considered through the school's published Complaints Policy. Families can also obtain free, impartial and confidential information and advice from Hounslow SENDIASS. Complaints about statutory EHC needs assessment or EHC plan decisions follow the Local Authority's disagreement resolution, mediation and SEND Tribunal routes rather than the school's complaints procedure.

Who can I contact for further information regarding specialist provision and the SEND Information Report at Wellington Primary School?

- **In the first instance please contact your child's class teacher**
- **If you are looking to transfer to Wellington Primary School or your child is due to start their learning journey with us then please contact Mrs Gleeson (Deputy Head Teacher – Inclusion)- on office@wellington.hounslow.sch.uk or through the school office on 020 8570 6130**

Independent SEND information, advice and support is available from Hounslow SENDIASS (020 8583 2607; SENDIASS@hounslow.gov.uk). The Hounslow SEND Local Offer provides current information about local education, health, social care and family support services.