Reach Academy Feltham
A REACH SCHOOL

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SEND School Information Report

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Introduction

Our vision is to ensure that every child develops the skills, attributes, and academic qualifications needed to lead a life full of choice and opportunity. This commitment extends beyond just including children with Special Educational Needs or Disabilities (SEND); it fully integrates them. Every aspect of our school – from curriculum and assessment, to teaching, learning, professional development, and behaviour and culture – is intentionally designed to meet the needs of all pupils. Rather than adapting a system designed for the majority, we create an environment that works for everyone from the start, including those who need the most support.

We hope the information below clarifies how Reach Academy Feltham strives to meet the needs of pupils with Special Educational Needs and Disabilities, often abbreviated as SEND which we call Additional Educational Needs (AEN).

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

A child or young person is defined as having AEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, if they have significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEN Code of practice 2015). This is evident if a child is not making progress in line with peers, despite accessing the ordinarily available provision in all classrooms.

There are broadly four types of AEN, all of which are catered for at Reach. These are:

Communication and Interaction (CI) *May include:* Speech, language and communication	**Cognition and Learning (CL)** *May include:* Specific Learning Difficulties (SpLD) such as Dyslexia

needs (SLCN) Autism (ASD/ASC)	or Dyscalculia Moderate Learning Difficulties (MLD) Profound, Multiple and Severe Learning Difficulties Working Memory Difficulties
Sensory/ Physical (SP) *May include:* Hearing Impairment (HI) Visual Impairment (VI) Multi Sensory Impairment (MSI) Physical Disability (PD)	**Social, Emotional, Mental Health (SEMH)** *May include:* Depression Anxiety Attention Deficit Hyperactivity Disorder (ADHD) Eating Disorders Challenges in emotional regulation

All Hounslow schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their needs, make the best possible progress in school and that the needs of pupils with Special or Additional Educational Needs being met in a mainstream setting wherever possible, where families want this to happen. Reach Academy's SEND (AEN) Offer is detailed below and the Hounslow Local Offer for children with SEND can be accessed here.

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

At Reach Academy Feltham, we have an extensive Inclusion team, comprising of:

Name	Role
Georgia Strong	Trust Safeguarding Lead
Elly Grantham	Designated Safeguarding Lead

Lily Bough	Deputy designated Safeguarding Lead
Jerome Balakistan-Barlow	Trust Attendance Lead
Francesca Williams	Assistant Headteacher - Secondary SENDCo
Scarlett Cowell	Primary SENDCo (Nursery-Y6)
Natalie Smith	Assistant SENCO (EYFS) & Lead Associate Teacher (EYFS)
Angela Melia	Assistant SENCo and SEND Administrator
Andrea Colomb	Medical Coordinator
Kay Stone	Family Support Worker

Teaching staff access a program of continuous professional development (CPD) each week throughout the year, focused on the school's key priorities. Significant investment is made in CPD to equip staff with the skills and knowledge needed to support pupils with AEN through first-wave interventions and excellent consistent teaching as part of regular classroom practice. Training also includes addressing the specific needs of individual pupils with AEN, led by our highly skilled team. We also provide all staff training during morning briefings which is another opportunity to build knowledge and understanding of pupils' specific needs.

Reach employs Teaching assistants/Tutor fellows (Primary/Secondary) as part of the AEN team, assigning them to teaching groups across the curriculum and age range to support pupils progress in lessons, regardless of whether they have AEN. It is not our practice to assign Teaching assistants to specific pupils, as we believe this would limit their ability to develop independence and the skills needed to prepare them for adult life. For pupils with an Education, Health, and Care Plan (EHCP), we provide the specific, highly personalised support outlined in the plan to meet their individual needs.

Where children need specialist support, relevant members of staff will be trained in how best to meet their needs. This might involve liaison with specialist professionals, including NHS and CAMHS staff. We also have a range of professionals with specialist qualifications employed and working with the school. We commission Occupational therapists, Educational psychologists and Physiotherapists when needed, who come into school to support children with EHCPs.

SENDCo's have all completed the National Award for SEN Coordination.

3. What should I do if I think my child has AEN?

We recognise the important and active role that parents and carers play in their children's education, and the knowledge, and experience they bring in shaping our understanding of their child's needs and how best to meet them. When parents and carers express concerns, we listen carefully and incorporate their perspectives when assessing whether a child may have a special educational need. We also ensure that children's voices are heard by addressing any concerns they raise and providing various opportunities for them to express themselves.

If you have any concerns, the first person you should tell is your child's form tutor/class teacher, They will speak to the relevant SENDCo for your child/children's phase of education and will then meet with you to try to get a better understanding of what your child's strengths and difficulties are before organising appropriate additional provision if required.

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

At Reach Academy Feltham, we follow a rigorous process to identify pupils who need extra help across all year groups. Before pupils join us, we consult with the child, their family, and any professionals in the child's previous setting to understand their educational needs. This is done through home visits to meet the child's family, as well as visits to feeder primary schools and nurseries.

The identification of pupils with AEN is built into our overall approach to monitoring the progress and development of all our pupils. The AEN team carry out screenings for pupils who present as having special education needs. Pupils may be selected for screening based on:

- information from their previous setting
- parent, pupil or teacher requests, following discussions and observations
- their performance in academic assessments
- Behaviour observations/records

Based on all of this information, the SENDCo will decide whether your child needs AEN support. You will be told the outcome of the decision and your child's name will be added to the school's AEN register. The SENDCo will work with you to create a personal profile which outlines your child's specific needs; any assessment/screener results; strategies to effectively support; any interventions they are receiving; and their views alongside parents/carers. This will be reviewed at least three times a year and shared with all staff working with your child.

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

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

The graduated approach is a 4-part cycle of **assess, plan, do, review**. As part of the planning phase in the graduated approach, we will establish specific outcomes for your child to achieve. To maximise learning in the classroom, we ensure all children access the ordinarily available provision. Before starting any intervention in addition to classroom learning, we will conduct a 'baseline assessment' to evaluate their current strengths and difficulties. This helps us measure the impact of any intervention on your child's progress. We will continuously monitor your child's progress toward the set outcomes and refine our approach based on what works best for them. This process is ongoing. If a review shows significant progress, your child may no longer require additional AEN support. For others, the cycle will continue, with the school adjusting targets, strategies, and provisions as needed.

Key assessments are conducted by subject teachers throughout the year through end of cycle tests, and the results are used to monitor pupils progress. This data helps us determine the most effective interventions to support our pupils.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of excellent consistent teaching, they will no longer be seen as requiring AEN Support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's AEN register.

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

We recognise that you know your child's needs best, so we want to ensure you have an understanding of our approach to meeting those needs and frequent opportunities to share your insights on what you believe will work best. We encourage open communication to also help us understand how our AEN support is impacting your child outside of school.

Parent consultation evenings provide a valuable opportunity for families to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

The SENDCo may also attend these meetings to provide additional support. After any discussion, we will document the agreed outcomes, actions, and support, share it with all relevant staff, and provide you with a copy.

Reports are issued three times a year to keep families informed about test and assessment results.

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

Reach values pupils' views, and believes that they should actively participate in and take responsibility for their learning. The level of involvement will depend on your child's age. We recognise that no two 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 Reach, we pride ourselves on inclusive practice. We support all staff in consistently delivering consistent, excellent teaching. We know that best practice for young people with AEN is best practice for all. We ensure pupils with additional education needs are appropriately challenged and follow a broad and aspirational curriculum. Universal AEN provision is therefore built into the core of Reach's offer, which is knowing our children and providing high quality provision.

We know that all pupils benefit from inclusive teaching strategies and plan our lessons with this in mind. Teachers scaffold learning activities, questions and homework so that all pupils can access challenging areas of the curriculum. Support staff are deployed, as appropriate, to support pupils with AEN in successfully accessing the curriculum. Pupils with AEN may receive additional interventions within the school day. Wherever possible, we minimise curriculum disruption to maximise learning time in the classroom. .

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

We follow an 'assess, plan, do, review' model which means we are continually evaluating the effectiveness of this provision for pupils. We use a mix of quantitative data- based on termly assessments, or smaller intervention based assessments- and qualitative data- drawing on professional observations and 'pupil voice' feedback. We respond to this data, changing the interventions as required.

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

We aim to include all children who have AEN in all activities outside the classroom and on residential trips and we will make whatever reasonable adjustments are needed to make sure they can be included. We are able to do this through ensuring higher staff ratios to support pupils with additional needs. Out of school learning opportunities are planned with pupils' needs in mind and risk assessments are completed for all children. We monitor pupils' participation in all extracurricular activities, trips and residentials.

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

All pupils, regardless of disability, go through the normal admission procedures. The school will respond, wherever possible, with reasonable adjustments to meet special requirements for pupils with disabilities, including the provision of equipment, materials and facilities. As with other pupils, we would complete home visits and visits to any previous educational

setting, as well as inviting the child into school, with their parent/carer so that we could work together with the family to best support the child.

In accordance with Hounslow's admissions policy, children with EHCPs may be allocated a place at Reach Academy Feltham. This will be prioritised above children without EHCPs. In this way, the number of places available will be reduced by the number of children with an EHCP that has named the school.

12. How does the school support pupils with disabilities?

In September 2014 we moved into a brand new purpose built school. We have functioning lifts, wide corridors, open plan areas and classrooms that are accessible for wheelchair users. Teachers move to teach the pupils, so for a lot of the day, pupils stay in the same room. Floors are arranged in chronological phases, and children predominantly only need to move for lessons in specialist areas, reducing the time spent transitioning. We will make reasonable adjustments to ensure that the school is as accessible as possible. Our school's accessibility plan can be found here.

Reach uses its best endeavours to ensure that the environment for work and learning does not limit persons with disabilities from playing a full and meaningful part in every aspect of school life. These circumstances are discussed with parents and children to ensure that there is full collaboration at all times.

We are committed to promoting equality of education and opportunities for pupils with disabilities, staff, and everyone who accesses our school's services. We believe that diversity is a strength, one that should be respected and celebrated by all who learn, teach, and visit our school. Our curriculum, form time, assemblies and work with the wider community in Feltham are all used as a means to encourage staff, pupils and parents to respond positively to the diversity and richness that persons with disabilities bring to our school community.

Our Team Reach curriculum (PSHE/Citizenship) is delivered twice weekly during form time for all pupils from 7 to 13. Resourced by Wellio and delivered by class teachers, our Secondary PSHE curriculum is led by our DSL. This is an intentional choice, as we are able to use contextual trends (on a local, national and global scale) to ensure our character development curriculum responds to the needs of our setting and the pupils/families within it. This could be in response to a global event that we know may worry our pupils, or a rise in reports from staff around the use of prejudiced language within the school. We then adjust our curriculum to allow pupils the space to discuss and learn about these issues in a safe, responsible environment. When we work with external providers, we often take up their offer of slightly amended workshops for our pupils with additional needs, as we know that they sometimes need adjustments to get the most out of these sessions, including smaller groups and longer to digest content.

Staff and pupil awareness days

At Reach, we strive to raise staff and pupil awareness about disabilities and additional needs by promoting pupil voice and self-advocacy. We ensure we are always offering a platform for pupils to speak out, share their experiences, and teach others.

As an all-through school, we optimise opportunities for Primary and Secondary pupils to work with each other to raise awareness about particular disabilities and additional needs. Secondary pupils have presented to Primary pupils during Team Reach lessons, about their lived experience with Autism. In 2024, pupils from the whole school created an educational video about being neurodiverse, to raise awareness for Neurodiversity Celebration Week. DLD day last year, saw pupils, staff and families celebrating languages of the world whilst learning about the language disorder and how it affects individuals.

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

At Reach Academy Feltham a child's overall well being is of paramount importance. We believe that our excellent academic results are a result of the close relationships we have with both children and families, and each aspect of the school day is planned to maximise a positive and safe experience. For example, we have a family model of dining where staff and children eat together. Form-time, enrichment, activities and residential trips are designed mindfully for pupils to form positive and trusting relationships with their peers and with staff.

We invest heavily in relationships with our pupils and their families. As a result, we find that children/families will report well being concerns to us directly. Given that we are a small school (there are just 60 children in each year group), each and every child is known well by their teachers, and there are designated adults (e.g. form tutors, head of year, SENDCos) who are responsible for pastoral care and ensuring pupils' well being. Teachers regularly speak to all pupils, and observe their interactions, emotions and behaviour. In cases where there is a well being concern, staff will act immediately to address this. The child would be supported by their form tutor/class teacher, Head of Year, Inclusion Team as appropriate, and referred for additional support if necessary.

We offer the following:

- Place2be at Reach Academy Feltham. These are regular weekly 50 minute counselling sessions. Pupils and families can self-refer for Place2Be, and staff can also refer pupils. As part of the counselling offer, appointments are also available for parents/carers over the period of time the child is being seen.
- Our pupil/family support workers provide individualised support as per pupils' need, this might include: small group social skills work, one-to-one targeted home-school

check-ins to support organisation/behaviour at home; support from the family-links parenting program on how families can better meet their child's emotional needs, etc;

- For EYFS,we refer to the Child Development Team (under 5s);
- For older children we refer to CAMHS where the child needs more specialist support, and liaise with CAMHS professionals as per each child's needs. We work with other providers inside Hounslow, for e.g. Targeted Youth Support, Intensive Family Support, the Let's Talk program, Tier 2 CAMHS EMHP programme; and
- For children from EYFS to 6th form we offer extended support via the Reach Foundation

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

Transition to Reach Academy Feltham is a carefully planned process. We visit every child at home to meet them and their family before they join Reach Academy Feltham and in year 6 to support their transition to "Phase 3". The objective of this home visit is to start building a positive relationship with the child and their family, to share our expectations, and to ease any concerns. In addition, we contact the child's previous setting to gather relevant information. The primary SENDCo meets with our secondary SENDCo and Head of year 7 to discuss the needs of the incoming pupils near the end of the summer term. The secondary SENCo also meets with all families to discuss what the transition will look like for their child and update their personal profile ready to be shared with secondary staff in September,

Children who are starting in nursery or reception in September can expect to have an experience on the school site, usually towards the end of the previous academic year, to prepare them for the year ahead. In reception, the child is invited into school for an hour to join in with other children from their year group for an opportunity to experience carpet learning and free play. In addition, teachers who will work with the child from September speak to parents and carers, helping them to feel comfortable about the transition to Reach Academy Feltham.

We know that transitions can be a difficult time for young people with AEN. Where children are joining us from a new setting we provide a range of transition support including school visits. For pupils with particular needs we will invite them in several times before their first day. Some children may require a more individualised program and extra support before they join, and we plan this based on the needs of the individual pupils. Multi-professional meetings may also take place before transition so that the transition can be planned with expert advice. We set up new pupils with a buddy from their class to help them get settled in and make friends.

At Reach Academy Feltham we want all our pupils to be academically successful and lead lives of opportunity and choice. We ensure pupils have a variety of experiences to prepare them for adult life, this includes building their readiness for university, as well as helping pupils to become independent and responsible young people. We do this in numerous ways, for e.g. setting high expectations within school for our pupils, taking them on trips to university and residentials, inviting guest speakers into school from a wide-range of professions to share their stories and workshops that encourage enterprise and innovation. Pupils also receive comprehensive careers guidance and wrap around career support from our careers lead Tara Joseph and the Reach Foundation.

When a young person leaves us we will pass on any relevant information to their new setting.

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

Elly Grantham (DSL) will work with the appropriate SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their AEN 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 AEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any AEN 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 AEN support?

If parents/carers have concerns about their child's learning and progress within school, they should contact the child's class teacher in the first instance. If parents have any concerns following this communication they should contact Fran Williams, Assistant Headteacher and SENDCo via the Assistant SENCo/SEND administrator Angela Melia: (angela.melia@reachacademy.org.uk) for secondary or Scarlett Cowell at scarlett.cowell@reachacademy.org.uk for Primary. Class teachers are responsible for ensuring children are receiving the appropriate provision and they work closely with the SENCos to ensure that this provision is appropriate and accurate.

To make a formal complaint, parents/carers can read the 'Complaints policy' on our website. To access support services for parents of pupils with AEN in the local area, parents/carers can contact SENDIASS on 020 8583 2607 or SENDIASS@hounslow.gov.uk

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

If you have questions about AEN, or would like some more support, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer:

Hounslow

Kingston and Richmond

Surrey

National charities that offer information and support to families of children with AEN are:

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle