

Marjory Kinnon School

SEN Information Report

November 2025



Contents	Details	Page
1.	What types of SEN does the school provide for?	3
2.	Which staff will support my child, and what training have they had?	3
3.	How will the school measure my child's progress?	4
4.	How will I be involved in decisions made about my child's education?	4
5.	How will my child be involved in decisions made about their education?	5
6.	How will the school adapt its teaching for my child?	5
7.	How will the school evaluate whether the support in place is helping my child?	7
8.	How will the school resources be secured for my child?	7
9.	How does the school make sure the admissions process is fair for pupils with SEN or a disability?	8
10	How will the school support my child's mental health and emotional and social development?	8
11	What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	9
12	What support is in place for looked-after and previously looked-after children with SEN?	9
13	What should I do if I have a complaint about my child's SEN support?	9
14	What support is available for me and my family?	10
15.	Glossary	11

This report is based on a model template from The Key (Reviewed 31 January 2025).

The SEN Information Report will be updated annually and as soon as possible after any changes to the information it contains and published on the school's website.

The school also publishes a SEND Policy, which sets out the school will support and make provision for pupils with special educational needs and disabilities.

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

AREA OF NEED	CONDITION
Communication & Interaction	Autism.
	Speech and language difficulties.
Cognition & Learning	Specific learning difficulties and complex needs.
Social, Emotional & Mental Health	The school does not take pupils whose primary need is SEMH.
Sensory &/or Physical	Moderate Hearing impairments.
	Moderate Visual impairment.

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

All staff in a SEND school have training that includes Understanding Autism, Safeguarding and Team Teach and teaching and learning training to deliver an individualised curriculum that delivers the EHCP targets.

The school has:

- 1 full-time Band 7 Speech & Language Therapist.
- 1 full-time Band 7 Occupational Therapist.
- 1 part-time Play Therapist.
- 6 Thrive Practitioners.
- 1 Family Support Worker.

External Agencies & 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:

- Educational Psychologists.
- GPs or Paediatricians.
- School Nurses.
- Child & Adolescent Mental Health Services (CAMHS).
- Education Welfare Officers.
- Social Services and other Local Authority (LA)-provided support services.
- Hearing & Visual Impairment Team.

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

The school uses an adapted National Curriculum and has a small steps assessment process where teachers set targets and measure the child's progress in Reading, Maths, Science and Communication.

Whenever we run an intervention with your child, we will assess them before the intervention begins using SCERTS or Thrive assessments. 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.

The school also uses the Engagement Model to assess progress of pupils in the very Early stages of development.

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.

Every year your child will have Parents' Evenings and an Annual Review where parents can discuss their child's progress and look at outcomes in books and portfolios of work.

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

The Annual Review report will be sent out 2 weeks prior to the meeting as per the SEND Code of Practice. Parents can comment on their child's progress and make contributions and requests to discuss at the meeting.

Your child's class teacher will meet you at Parents' Evenings, 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.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the support we are providing is impacting your child outside of school.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the home/school diary or contact the office to make an appointment.

5. 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 need. 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.
- Complete an adapted and visual questionnaire.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.

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

Your child is taught in a small class of between 8-10 pupils with a high ratio of adults depending on need.

The staff adapt the National Curriculum to meet the needs of the pupils.

For some classes, the timetable includes communication and life skills.

Teaching is adapted to use more visuals to support ASC and SEND pupils. Structures and timetables are built in to create an atmosphere for learning.

Access to a broad and balanced and adapted National Curriculum in every year they are at our school.

We will differentiate (or 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 make sure the adaptations we make are meaningful to your child and deliver the EHCP targets.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, using visuals.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when needed for example when using AAC.
- Teaching assistants will support pupils in small groups when appropriate.

We may also provide the following interventions:

- Speech & Language Therapy, Occupational Therapy, Thrive, Play Therapy & Music Therapy, Horticulture Interventions and Sport Interventions.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication & Interaction	Autism.	Visual timetables. Social stories. SaLT & OT targets. SCERTS principles. TEACCH.
	Speech and language difficulties.	Speech and language therapy. Music Therapy.
Cognition & Learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia.	Writing slopes. Reading Recovery teacher. EHCP targets. External advice. Bespoke teaching strategies.
Social, Emotional & Mental Health	ADHD, ADD.	Quiet workstation. Zones of regulation.
	Adverse childhood experiences and/or mental health issues.	Nurture groups. Thrive Interventions. Play Therapy. Music Therapy.

Sensory &/or Physical	Hearing impairment.	Placed close to the teacher.
	Visual impairment.	Support from VI teacher.
	Multi-sensory impairment.	Use sensory profiles to support pupil designed by OT.
	Physical impairment.	Adaptations that are needed including hoists for training.

These interventions are part of our contribution to London Borough of Hounslow's local offer.

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their EHCP targets each term.
- Reviewing the impact of interventions each term.
- Using pupil questionnaires or School Council to gain pupil voice.
- Monitoring by the Senior Leadership Team and Governors.
- Holding an Annual Review of the EHCP.
- Reviewing therapy support and progress.

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

Top-up funding is provided to a SEND school to meet the requirements of small classes and a high ratio of adults.

The school is funded for 1 Speech & Language Therapist and 1 Occupational Therapist who use the WAVE approach to ensure the pupils all receive universal or targeted support.

The child's EHCP will outline any extra resources required to meet their needs.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities.
- Further training for our staff.
- External specialist expertise.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

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

All admissions to the school go through the London Borough of Hounslow. Assessments of need are undertaken by the school to ensure the pupil's needs can be met and they meet the admission criteria outlined in the Admissions Policy. As we are a SEND school all pupils with an EHCP that meet the admission criteria are offered equal access to available places. Final decisions on placement are made by the Local Authority and not the school.

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

The school is a Trauma Informed School. Staff are trained in Thrive and we have 6 qualified Thrive Practitioners. These Practitioners work in classrooms and provide 1:1 interventions. There is also a Family Support Worker in the school that can advise and support families struggling with mental Health issues.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils are encouraged to be part of the School Council.
- The school provides a number of afternoon clubs free of charge to provide social support to vulnerable pupils.
- We provide extra pastoral support and a school therapy dog.
- We run a nurture group known as The Den for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying.

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

Between years

To help pupils with SEN be prepared for a new school year we:

- Arrange transition days and transition plans that include social stories at the end of the summer term.
- In September we hold a “Meet your Class Team Day” for all parents and children.

Between schools

When your child is moving on from our school, we send safeguarding and healthcare information to the new setting.

When children leave Post-16 they and the parents will be advised about colleges and schools that are appropriate and support is given to apply for courses and visit prospective local schools and colleges.

There is some advice and support from the LA Careers & Post 16 Advisors which could be phone calls to parents or in school meetings and support for pupils.

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

The Designated Teacher for LAC pupils is the Deputy Headteacher and DSL (Amy Higgins).

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 Educational Health Care Plans (EHCPs) are consistent and complement one another. The virtual school in Hounslow provide added support with the PEP.

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

Contact the school and ask for an appointment with the Head of your child’s Department in Primary or Secondary and they will support you to resolve the complaint and talk you through the process and policy.

Any complaints about the provision in an EHCP need to be discussed in an Annual Review and are the responsibility of the Local Authority.

To see a full explanation of suitable avenues for complaint, see Pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>.

You can make a claim about alleged discrimination regarding:

- Admission.
- Exclusion.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Please contact SEN@hounslow.gov.uk to ask for mediation support.

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. We have a Family Support Worker in the school dedicated to supporting families with any issues.

To see what support is available to you locally, have a look Hounslow's Local Offer <https://www.hounslow.gov.uk/send-local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/london/hounslow>

Local charities that offer information and support to families of children with SEN are:

[Skylarks](#)

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

[IPSEA](#)

[SEND Family Support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

15. 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 & 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.

- **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.