

Special Educational Needs (SEND) Information Report

Brentford School for Girls



Approved by: **Date:** SEPTEMBER 2025

Next review due by: SEPTEMBER 2026

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy which can be found here

<https://www.brentford.hounslow.sch.uk/page/?title=SEND&pid=842>

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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 specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Additional Educational Needs being met in a mainstream setting wherever possible, where families want this to happen. The local offer provided by Hounslow can be found at www.hounslow.gov.uk/send-local-offer

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

<p>Specialist provision on site</p>	<p>ASD Centre – Hounslow Authority Provision</p> <p>Lead teacher ASD Centre: Ms Frances Dutton fdutton@brentford.hounslow.sch.uk</p> <p>Placements are made through Hounslow Local Authority SEND Panel</p>
<p>What sort of support should I expect my child to receive?</p>	<p>Students in our Centre have full access to the National Curriculum at Key Stages 3 and 4 as well as specific programs in Key Stage 4.</p> <p>Specially trained teachers and teaching assistants will support your daughter’s learning and progress in mainstream lessons or in the Centre either individually or as part of a small group. Your daughter will also have access to other forms of support including Occupational Therapy and Speech and Language Therapy if on their EHCP.</p>

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

<p>SENDCO</p>	<p>Our SENDCO is Devesha Singh</p> <p>She has 4 years experience in this role and has worked as a qualified teacher, Head of School and Designated Safeguarding Lead.</p>	<p>Are responsible for:</p> <ul style="list-style-type: none"> • Coordinating the support for students with special educational needs/disability (SEND) and developing the school’s SEND policy. • Ensuring that you are involved in supporting your child’s learning and kept informed about the support your child is getting. • Keeping you involved in reviewing how your child is doing and planning ahead for them. • Liaising with all the other people who may come into school to help support your child’s learning
<p>Deputy SENDCO</p>	<p>Our Deputy SENDCO is Ms Sarah Gibson</p>	

	<p>They have 5 years experience in this role and have also worked as Learning Support Assistant within the SEND team for 5 years with previous experience working in a primary school setting.</p>	<p>e.g. Speech and Language Therapy, Educational Psychology etc.</p> <ul style="list-style-type: none"> • Ensuring teachers know the needs of students and use the best strategies to support them. • Organising specialist support and training for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school • Completing Annual Reviews.
<p>Class/subject teachers</p>	<p>All of our teachers receive regular in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.</p> <p>All of our teachers have also received external training from the London Borough of Hounslow and specialist agencies / organisations.</p> <p>Training for staff is regular and contextual so that they are able to adapt their teaching to the needs of our students to ensure all students make progress.</p>	<ul style="list-style-type: none"> • Checking the progress of your child and identifying, planning and delivering any additional help your daughter may need (this could include targeted work, additional support) and letting the SENCO know as necessary. • Using the information provided related to your daughter's needs when planning lessons • Ensuring that all staff working with your daughter in school are supported to deliver the planned work/program for your child, so they can achieve the best possible outcomes. This may involve the use of additional agencies, outside specialist help and specially planned work and resources.
<p>Learning Support Assistants (LSAs)</p>	<p>We have a team of 9 LSAs, including who are trained to deliver SEND provision.</p>	

	<p>We have 4 Learning Support Assistants who are trained to deliver interventions such as Pet Therapy, Lego Therapy, Thrive and, Speech & Language</p> <p>In the last academic year, LSAs have been trained in Thrive.</p>	
Headteacher	Ms M Leenders	<p>Is responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
SEND Governor	Terri George	<ul style="list-style-type: none"> • Is responsible for: • Making sure that the necessary support is put in place for any child who attends the school and who has SEND. • Making sure that the school has an up to date SEND Policy.

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 SEND 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
- Voluntary sector organisations

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

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEND, the first person you should tell is your child's head of year. Please email them with your concerns	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are	If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.
They will pass the message on to our SENDCO, who will be in touch to discuss your concerns	Together we will decide what outcomes to seek for your child and agree on next steps	
You can also contact the SENDCO directly.	We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this	

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

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include

- Little or no progress despite the use of targeted teaching approaches and 'quality first teaching' and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties which have not been managed by appropriate strategies employed by classroom teachers and pastoral staff.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

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

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

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

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

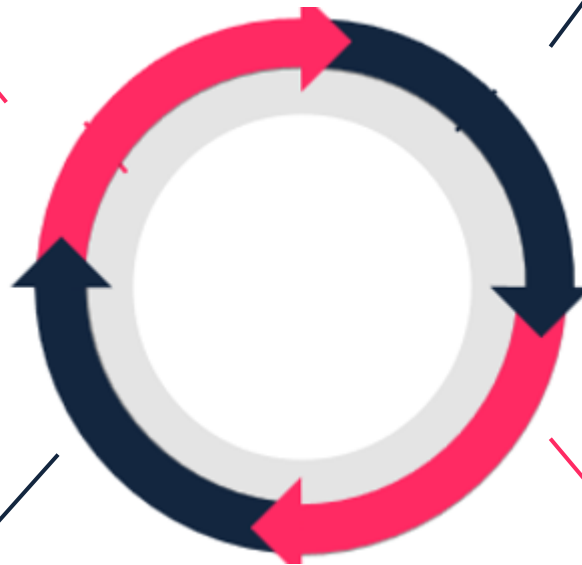
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.



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

- We will provide termly academic reports on your child's progress – 3 across the year.
- Your child's class/form teacher will meet you at least once a year as part of a calendared Parents' Evening to:
 - Review your child's progress towards their target grades
 - Discuss the support we will put in place to help your child make that progress
 - The SENDCO may also attend these meetings to provide extra support/ guidance
 - We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.
 - If you have concerns that arise between these meetings, please contact your child's class teacher

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?

Types of support provided	What would this mean for your child?	Who gets this support?
<p>Class teacher input via excellent targeted, quality first classroom teaching.</p>	<p>Teaching students with SEND is a whole school responsibility. All teachers maintain a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities and aptitudes of the student. High-quality, inclusive classroom teaching remains the foundation of support for all learners, including those with SEND. Before any additional interventions are considered, every student should benefit from well-planned, differentiated lessons that address diverse learning needs. Quality first teaching ensures that the curriculum is accessible, engaging, and responsive—providing the essential first layer of support upon which all further strategies are built.</p> <p>A ‘graduated response’ is adopted for students identified as having SEND. Provision is identified and managed by the SENDCO and will be planned and delivered by teaching and support staff. They will be:</p> <ul style="list-style-type: none"> • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. All children in school should be getting this as a part of excellent classroom procedure. <p>Putting in place different ways of teaching so your child is fully involved in learning in class.</p> <p>This may involve various strategies including:</p> <ul style="list-style-type: none"> • The use of IT and alternative technology; • A variation in the degree of support for an individual learner; • Targeted use of additional adults; • Writing frames; • Breaking tasks into smaller activities (“chunking”); • Alternative resources; • Simplified language; • Extension activities to challenge the more able learner; 	<p>All children in the school should receive this as part of excellent practice.</p>

	<ul style="list-style-type: none"> Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support your child to learn. 	
<p>Specific group work within a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> Organised in the classroom or outside. Organised by a teacher or a teaching assistant, or another professional. 	<p>Your child's teacher will continually monitor their progress and, where needed, identify any areas where they may be finding learning more challenging. High-quality classroom teaching will always be the first and most important form of support, ensuring that lessons are carefully adapted to meet individual needs.</p> <p>If your child requires additional help beyond this, the teacher will plan targeted group sessions focused on specific areas for development. These sessions may be delivered by a teaching assistant, class teacher, trainee professional, or an external specialist such as a Speech and Language Therapist.</p> <p>Sometimes, the class teacher or SENDCO may recognise that your child would benefit from more specialist input, either alongside or following classroom-based support. In such cases, you will be fully informed and invited to discuss the proposed intervention.</p> <p>With your permission, the school may refer your child to an external professional (for example, a Speech and Language Therapist or Educational Psychologist) to gain a deeper understanding of their individual needs. This collaborative approach ensures that any additional support is precisely matched to your child's circumstances and builds upon the strong foundation of quality first teaching.</p>	<p>Students identified will be judged likely to benefit from small group work to support aspects of their learning.</p>
<p>Specified individual support for your child. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching which cannot be provided from the</p>	<p>The school may recommend that your child receives specific, agreed-upon individual support within school. You will be informed about how this support will be delivered and which strategies will be implemented to help your child.</p> <p>Either the school or you, as a parent/carers, can request that the Local Authority conduct a statutory assessment of your child's needs. This is a formal legal process. Further details about this can be found in the Hounslow SEND Local Offer.</p> <p>Together, the school and parents gather detailed information about your child, which is then submitted to the Local Authority as part of the assessment request. The Local Authority will review the evidence and decide whether a statutory assessment should take place. As part of this process, parents and all professionals involved with your child contribute reports outlining their observations and understanding of your child's needs. Parents have the right to appeal against any decisions made by the Local Authority.</p>	<p>Young people whose learning needs have been assessed as meeting the criteria for an Education Health and Care Plan (EHCP)</p>

<p>budget available to the school. Additional resources are allocated by the Local Authority specifically for the education of the individual student. Often your child may also receive specialist support in school from a professional outside the school.</p>	<p>Once all reports have been reviewed, the Local Authority will determine whether your child's needs are significant, complex, and long-term, and if additional support is required. If so, they will issue an Education, Health and Care Plan (EHCP). If not, the school will continue to provide support through SEND Support arrangements.</p> <p>The Education, Health and Care Plan will outline the overall support your child should receive. This could include specific funding for teacher or teaching assistant support or might include funding for other provisions externally supplied to the school such as speech and language therapy. The EHC Plan will detail long and short-term goals for your child which should be reviewed annually.</p> <p>The additional adult, paid for by the extra funding an EHCP provides, may be used to support your child with whole class learning, run individual programs or small group work to assist your child's learning.</p>	
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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 goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school let me know if they have any concerns about my child's learning in school?

- At Brentford School for Girls there are 3 key data collection points. Information is sent to you setting out the levels your daughter is working at in all their different subjects.
- Following these data collections, progress meetings are held by departments to discuss any concerns subject teachers may have. Your daughter's class teacher or the subject leader may contact you to discuss your child's progress and alert you to a specific concern.
- There are termly meetings between Heads of Year, the SENCO and members of the Leadership team to review the progress of all children across all subjects. This is another way your child may be identified as not making as much progress as they could be.
- If your child is then identified as not making progress across a range of subjects the school will set up an academic review meeting to discuss this with you in more detail. At the meeting:
 - i. We will listen to any concerns you may have.
 - ii. We will plan any additional support your child could receive.
 - iii. We will discuss with you any referrals to outside professionals to support your child's learning.
- A parents' evening is also held during the year where you can discuss your child progress directly with her class teachers.

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

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including our residential trip(s) and the Duke of Edinburgh expeditions run by the school.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school support pupils with disabilities?

We have made several improvements to ensure our school environment is accessible and welcoming to pupils with disabilities. These include:

- Step-free access to main entrances and key areas of the building
- Accessible toilets and hygiene facilities
- Adjustable furniture and specialist equipment in classrooms where required
- Visual and auditory support aids (such as hearing loops and visual timetables)
- Access to support staff, including teaching assistants trained in specific areas such as autism support, physical disabilities, or sensory impairment
- We also provide auxiliary aids and services where appropriate, such as assistive technology, modified learning materials (e.g., large print or Braille), and communication aids.

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

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining the school:

Moving from year 6 into year 7

- i. In most cases information on the needs of your daughter will be shared by primary school teachers with the SENDCO and head of year 7 before she joins the school.
- ii. You and your daughter will be invited into school for a meeting where you can discuss any worries either of you might have.
- iii. In the summer all our new year 7 students are invited to spend a day in school to meet other girls who will be coming in September and enjoy a 'Brentford experience'.
- iv. We have a dedicated head of year 7.

Joining the school at any other point

- i. All children joining the school are interviewed along with their parents/ carers by one of our Deputy Head teachers and this is an opportunity for you both to discuss any worries either of you might have.
- ii. We will also collect information on your daughter's needs from their previous school to help us plan the support that might be needed.
- iii. In addition, the school carries out its own screening and assessment tests for all new admissions.

If your child is moving to another school:

- i. We share information with the new school and ensure they know about any special arrangements or support that need to be made for your daughter.
- ii. We will make sure that all records about your daughter are passed on as soon as possible.

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the [class teacher/SENDCO/ headteacher] in the first instance. They will then be referred to the school's complaints policy.

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

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 SEND, 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:

- iv. Admission
- v. Exclusion
- vi. Provision of education and associated services
- vii. 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.

How is extra support allocated to children?

The school budget, received from Government, includes money for supporting children with SEND. •

The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors and the SENDCO and on the basis of needs in the school.

What support is available for me and my family?

- If you have questions about SEND, or are struggling to cope, 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 [insert the name or names of local authorities in your catchment area] local offer. [Insert name of local authority/ies] publishes information about the local offer on their website:
- Link off to the local offers of all the local authorities in your catchment area.
- Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:
- Link off to all local SENDIAS organisations in your catchment area.
- Local charities that offer information and support to families of children with SEND are:
 - [Skylarks](#)
 - [Speak Out](#)
 - [Hounslow Connect](#)
- Link of to any local charities supporting families of pupils with SEND, including contact details.
- National charities that offer information and support to families of children with SEND are:
 - [IPSEA](#)
 - [SEND family support](#)
 - [NSPCC](#)
 - [Family Action](#)
 - [Special Needs Jungle](#)
 - [Kooth](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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
- **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
- **SENDCO** – the special educational needs co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages