



Hounslow Heath School

2026 Local Offer

At Hounslow Heath School, we are proud to offer a fully inclusive community where all children are equally valued.

Through high quality classroom teaching, a holistic approach and high expectations, we prepare our children to be successful independent learners.

We recognise that some children will require additional support to achieve this and that working in partnership with families is key to ensuring the best possible outcomes for our children.

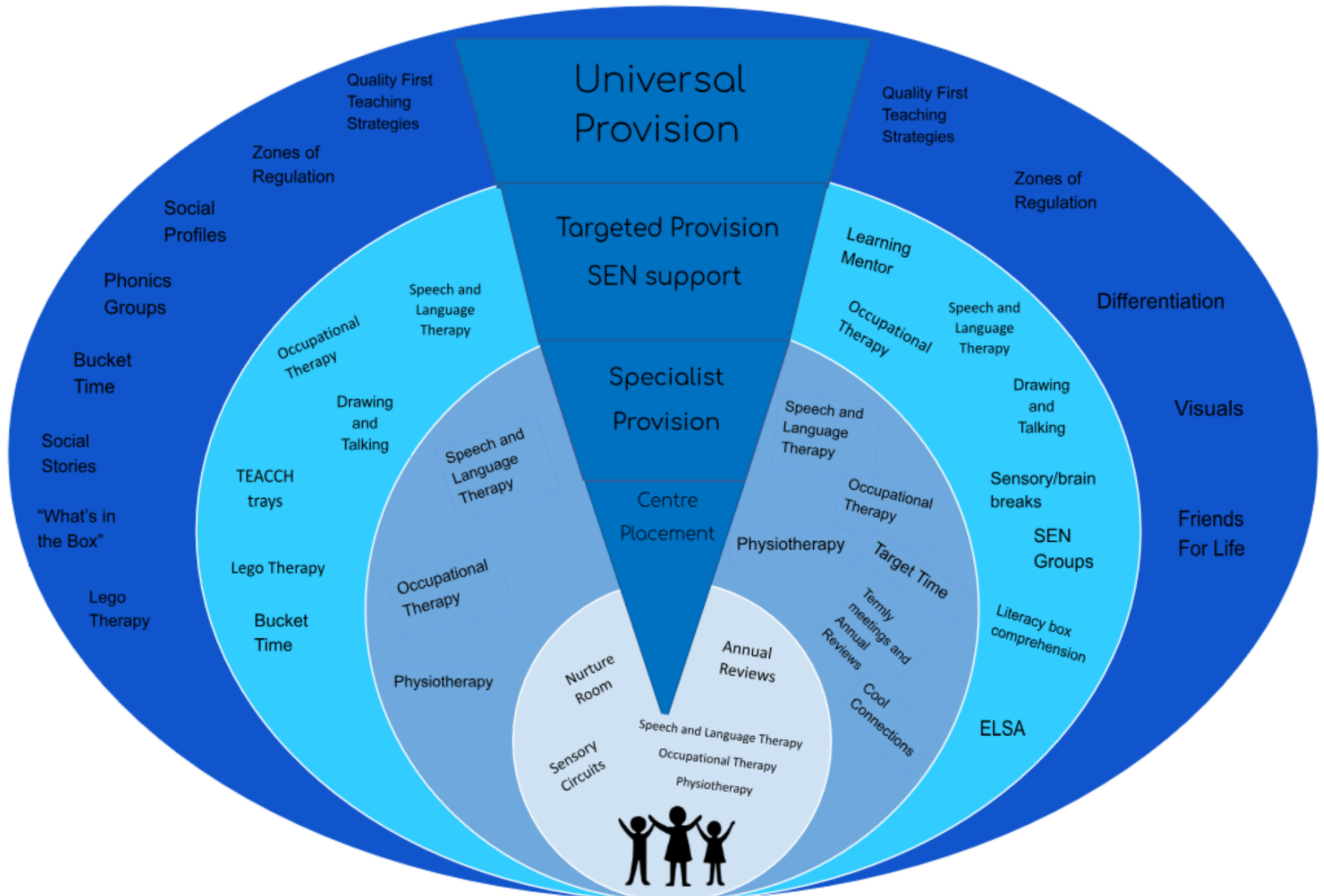
Meet The Inclusion Team

Mrs Joanne Calmonson 	Deputy Headteacher Head of Inclusion (SENDCO & Head of Centres, Designated Safeguarding Lead)	Miss Simran Mahal 	MLD Centre Teacher SEND Lead for Years 5 & 6
Mrs Candice L'Ange-Deane 	Deputy SENDCO SEND Lead for EYFS & KS1	Mr Edward Nowicky 	SEND Lead for Years 3 & 4
Miss Abigail Gregory 	SEND Lead for EYFS & KS1	Mrs Katherine Dakhil 	SEND Administrator

We also have a large team of Teaching Assistants and Special Needs Support Assistants who work directly with pupils with additional needs.

We are also proud to host our specialist SEND Centre on behalf of the London Borough of Hounslow - for pupils with physical disabilities/complex medical needs and/or moderate learning difficulties.

Supporting Pupils at HHS





How does the school know if children need extra help?

Early identification is vital. When any member of staff has concerns about a pupil, they raise them with the Class Teacher, SEND teacher, member of the Leadership Team or Deputy Headteacher for Inclusion (DHT), who offer support and advice.

- We rigorously track the progress of our pupils so that we can quickly identify pupils who may benefit from extra support. If a pupil does not make progress over time we investigate and consider what interventions may be appropriate.
- We hold termly pupil progress meetings where pupils' individual needs are discussed with a member of the Leadership Team.
- The class teacher will inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- Pupils are monitored holistically by class teachers and other key members of staff.
- Pupils themselves can ask for extra help and support.

What should I do if I think my child may have special educational needs?



We work in partnerships with pupils and parents to ensure best outcomes for all.

- Parents should initially bring concerns or information about their child's needs to the class teacher. This can be done at Parents' Evenings or by arranging a meeting via the school office.
- Where necessary, you can also contact the Inclusion Team via the school office.

How will school staff support my child?



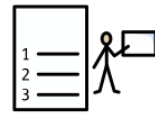
All pupils are taught through quality first teaching methods as part of usual classroom practice. Senior staff and governors monitor the quality of the support given to pupils with additional needs. Extra support, which is in addition to and different from usual classroom practice, is planned by the class teacher with support of the Inclusion Team. This additional support is carefully planned according to the individual needs of each pupil. The support is a variable, individual and needs-led. It may be provided by a teacher, high level teaching assistant (HLTA), teaching assistant (TA) or special needs support assistant (SSA) within class, in a small group or 1:1.

All additional support is overseen by the Inclusion Team and the Senior Leadership Team..

Who will explain to parents what is happening for my child?



Class teachers are responsible for the children's learning and will be able to explain what is happening for your child. For children with more complex needs the Inclusion Team is available, at parents' evenings, or by appointment made via the office, to discuss with you the strategies and support in place.



How will the curriculum be matched to my child's needs?

High quality classroom teaching is the key to successful learning at school. A broad, balanced and creative curriculum offers learning matched to all pupils' abilities. This enables pupils to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Continuous assessment informs the next stage of learning.

- Where appropriate, personalised learning is available through a range of adapted resources, information and communication technology (ICT) and/or, for those pupils with more complex needs, assistive technology.
- In some lessons throughout each Key Stage, pupils are grouped with others that are working on similar targets. The opportunity for mixed ability learning is also provided. Where appropriate, learning includes age-appropriate real-life experiences some of which is inspired by the 'Earth Curriculum'.
- Where needed, individual plans (Pupil Inclusion Plans), which employ a small-step target approach, are implemented to support pupils and monitor progress.
- Additional adult support may be used in a variety of ways: Small groups, 1:1 support within and outside of class, or to support the class teacher to plan for, or work with specific pupils.
- At times, children may need different levels and/or different types of support. The support allocated will be dependent on the level of need across the school.

How will I know how my child is doing?

When will I be able to discuss my child's progress?



We work in partnership and take into account the wishes, feelings and knowledge of parents and pupils at every stage.

- Parents' Evenings are held each term, and a full written report is provided in the summer term. Some children with additional needs are supported by a Pupil Inclusion Plan, which is discussed with parents.
- For children with more complex needs, meetings are arranged to discuss pupils' targets and progress, along with the strategies and support in place.
- Children with an Educational Health and Care Plan (EHCP) will also have an annual review meeting.

How will the school support parents to help their child's learning?



We recognise that the best outcomes are achieved when there is a close partnership between home and school. This can be achieved through supporting children's learning at home, for example, assisting with homework, reading daily and accessing additional learning resources.

- Curriculum updates are published on the school website outlining the areas of study and additional learning opportunities the children will experience.
- During the year, there are information evenings and open mornings which give parents a further insight into their child's learning in school and ways to support their child's learning at home.
- Online resources including Mathletics, My Maths and Reading Eggs are accessible at home. Tasks are set and monitored by the class teacher in school. Please see the class teacher if you are unsure of how to access these resources.

The school aims to maintain a close link between home and school through communication in planners in Years 2 - 6 and daily contact at EYFS & Key Stage 1.

Where agencies from outside school are or have been involved, additional suggestions and advice may be provided that can be followed up at home.

What support will there be for my child's overall wellbeing?



At Hounslow Heath School all staff have responsibility for the well-being and safety of pupils.

- Safeguarding and Child Protection procedures are in place with a number of Designated Safeguarding Leads in post.
- Our behaviour policy is followed by all staff and aims to develop pupils' self esteem, self-discipline and emotional literacy, so they are able to make good choices, promoting excellent

relationships and behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

- In EYFS & Key Stage 1, Mrs Bains and Mrs Grant are the Medical Welfare Officers. In Key Stage 2, Mrs Olanipekun and Mrs Gautama are the school's Welfare–Attendance Officers and principle first aiders. They ensure that records of children with medical needs are regularly updated.
- Where pupils have specific medical needs, relevant staff are informed through Healthcare Plans and trained, as necessary, to support those needs. If appropriate the school will also liaise with the School Nursing Service to complete Healthcare Plans.
- Where appropriate, staff are also trained to meet the physical needs of pupils with more complex needs.
- Mrs Dakhil is the school's SEND Administrator and can be contacted via the school office.
- Our values curriculum and "Healthy Habits" are promoted through assemblies and circle time sessions as well as the PSHE curriculum to develop relationships, confidence and self awareness.
- The Pastoral Team (led by Mrs Calmonson and Mrs Cornick) meet regularly to track the social and emotional well-being of pupils and allocate additional support where appropriate.
- For pupils who are identified as requiring additional support in their social and emotional development, interventions such as social skills, peer support, Drawing and Talking, ELSA and Learning Mentor sessions may be available.
- SMSAs are responsible for the supervision of children at lunchtimes. Where necessary or stipulated in an EHCP, we allocate SMSAs to work specifically with pupils with additional needs.
- Attendance is monitored closely to ensure all children have good attendance and punctuality. The school works in close partnership with families and with Hounslow's School Attendance Support Service (SASS) and has a duty to inform them where there are concerns with any pupil's attendance.

What specialist services and expertise are available or accessed by the school?



Where appropriate we work in liaison with health and advisory professionals from outside agencies. We up-skill our staff working closely with pupils who have more complex needs through training and advice from specialist services.

- The agencies consulted by the school include:
 - The Child Development Team
 - The Sensory and Physical SEN Team – Specialist advisory teachers for pupils with physical needs, hearing loss or visual impairment.
 - Early Health Hub (EHH) and Early Help Hounslow
 - The Educational Psychology Service
 - Children and Adolescent Mental Health Service (CAMHS) Tier 3
 - Hounslow Mental Health Support Team (MHST)
 - Children's Services
 - Heart of Hounslow (Speech and Language Therapists, Physiotherapists, Occupational Therapists and School Nursing Service)
 - The Wheelchair Service

We obtain parental permission before referring a pupil to an outside agency.

The school has a specialist SEND Centre (hosted on behalf of the London Borough of Hounslow) for pupils with physical disabilities/complex medical needs and/or moderate learning difficulties.

What training will the staff supporting children with SEND have?



Individual staff members have undertaken additional specialist training in a range of areas, for example, Speech and Language (Makaton, Cued Articulation, Gestalt Language), Social Emotional and Mental Health training, (The Zones of Regulation, Friends For Life, ELSA, Drawing and Talking) adapting PE lessons, maths programmes (Numbers Count), as well as training in the effective use of ICT.

How will children be included in activities outside of the classroom, including school trips?



We are an inclusive school and children are fully included in all aspects of school life, both inside and outside of the classroom.

- Our accessibility audit supports us in developing access throughout our site and inclusive practice to meet a range of needs.
- Risk assessments are carried out before any trips and meetings held to ensure that all adults are aware of the plan for the day and any individual needs. Accessibility options are fully explored to ensure all pupils can benefit fully from the experience. Where appropriate for pupils with the most complex needs, alternative experiences and visits may be planned.
- We have our own fully accessible minibuses and mobile hoists which can be used on trips where needed.

How accessible is the school environment?



Most areas are fully accessible and children are supported to use the environment safely while still allowing them the opportunity for risk and challenge.

- There are accessible parking spaces in the staff car parks with step-free access to key areas of the school building.
- The SEND Centre has fully accessible physiotherapy rooms with soft play facilities and a hoist system.
- The Centre toilets are fully accessible with a hoist system installed.
- The Visions Building has a lift to access all floors. In case of an emergency evacuation, key pupils have a personal emergency evacuation plan (PEEP) and evacuation chairs are available for trained staff to use if required.

How will the school prepare and support my child when they:

- join the school?
- transfer to a new school?



Joining the school:

EYFS

- We have an induction programme for Nursery and Reception pupils to welcome and settle them into their new class and to meet their peers and teachers.
- They have a staggered intake in Nursery and a part-time settling period in Reception.
- We have parent meetings in school and like to visit pupils in their home before they begin in our Nursery classes.

Key Stage 1 & 2

- Where needed, we have an induction meeting for new arrivals to welcome and settle them into their new class to meet their peers and teachers.
- For new arrivals from a UK school, we liaise with the previous school to identify any additional needs.

Transferring to a new setting/school:

- Where appropriate, when a pupil moves to a new setting, a member of the Inclusion Team liaises with the new school.
- Year 6 pupils attend a transition day at their new secondary school during the summer term. Where possible, secondary staff come to the school to meet the pupils.
- Where necessary, additional transition arrangements are made to support the successful transition of more vulnerable pupils in Year 6. These might include additional visits to the secondary school, meetings between staff and parents and/or transition work in a small group or 1:1 setting.
- The Inclusion Team meets with the Secondary SENDCOs in the summer term to share key information such as effective support strategies.

How are the school's resources allocated and matched to children's needs?



- The Leadership Team and Governors monitor the school's finances carefully.
- The Head Teacher informs the governing body of how the funding allocated to support pupils with special educational needs has been utilised.
- The Inclusion Team advises on the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCPs)
- An 'audit of need' carefully considers the needs of all pupils in the school and school provision maps detail the support offered to meet these needs within school.

How is the decision made about the amount and type of support a child will receive?



All staff provide quality first teaching for pupils and teachers regularly assess pupils and track progress. If quality first teaching has not enabled the pupil to make sufficient progress, they will be identified through tracking and assessment by the class teachers and senior leaders.

Identified pupils are discussed with the Inclusion Team and appropriate interventions are put into place. Allocation of interventions is based upon the level of need across the school. Where appropriate and with parental consent, outside agencies are consulted for further advice.

All interventions are monitored for impact.

The Inclusion Team oversees all additional support and regularly shares updates with the Senior Leadership Team.

- We endeavour to ensure prompt and effective support for all pupils where needed.
- For a very small number of pupils, we may request that an assessment for an EHCP be made through an EHCNA. The decision to move forward with this process is decided by the Local Authority
- EHCPs will detail the level and type of support a child requires which will be reviewed annually with parents and professionals.

How are parents involved in the school, and how can they become involved?



We recognise that the best outcomes are achieved through strong partnerships between home and school. Parent consultations are held during the school year to discuss children's progress and next steps in learning. Newsletters and the school website are used to inform parents about the curriculum, learning and events happening within the school.

We recognise the valuable support that parent/carers volunteers can provide and have an existing group of volunteers who have DBS (Disclosure and Barring Service) clearance for the school, and are able to support children in the classroom.

How does the school listen to pupil views?



Each class from Year 2 to Year 6 nominates two young leaders to represent their class's views on the Junior Leadership Team (JLT). In KS2 one to two pupils from the Centre, are also nominated by peers to be representatives. They meet regularly as a group to raise and discuss pupil views. This is then shared with the Headteacher and SLT. On occasion the JLT also meet with Governors via the curriculum committee.

Where appropriate, pupils are invited to attend meetings, parents' evenings and annual reviews. As part of the annual review process pupil views and their personal stories are recorded and included with professionals' reports.

How do Governors make sure pupils' additional needs are met?



The governing body has a duty to do its utmost to secure the necessary provision for any pupil identified as having special educational needs. Governors are regularly presented with pupil progress data and carefully monitor the attainment and progress of vulnerable groups including those with SEND.

How do pupils gain admission to Hounslow Heath School's specialist SEND centres?



All children are admitted in accordance with Local Authority procedures. Children with an EHC Plan are admitted via the Local Authority SEND panel.

Pupils placed in the centre have an EHCP which names the centre as the required setting. Placement is made according to the admissions criteria for the centre and in agreement with the London Borough of Hounslow SEND Team.



Who can parents contact for further information, or to raise concerns?

For further support or to raise a concern, parents and carers can initially talk to their child's class teacher. They can also speak to the appropriate member of the Inclusion Team.

Hounslow's Local Offer page provides further information about support for parents and carers. The link for the new Local Offer website is - www.hounslow.gov.uk/send-local-offer

The School Local Offer is reviewed annually. For more information on key strategies and procedures, please see the SEND Policy which is available on the school website.