

Willows School Academy Trust

Local Offer Contribution 2026-2027

The Willows School Academy Trust is a specialist primary school in Hayes for children who have an Education, Health and Care Plan (EHCP) for Special Educational Needs or Disability (SEND), predominantly behavioural, social and emotional needs. We are proud to be an inclusive school where every child is valued and supported to achieve their full potential.

Our SEND Profile

While our primary specialism is behavioural, social and emotional needs, our pupils have a wide range of special educational needs across all four areas:

- Social, Emotional and Mental Health (including anxiety, ADHD, attachment difficulties, trauma-related needs, challenging behaviour)
- Communication and Interaction (including ASD, speech and language difficulties, social communication needs)
- Cognition and Learning (including moderate learning difficulties, specific learning difficulties)
- Sensory and/or Physical (including sensory processing difficulties)

Many of our pupils have complex needs spanning multiple areas - for example, a pupil may have SEMH needs alongside ASD, learning difficulties, and sensory processing needs.

This document outlines The Willows School's contribution to the Local Offer. This document may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

For comprehensive information about all services and support available in Hillingdon for children and young people with SEND, please visit:

Hillingdon Local Offer: <https://pre.hillingdon.gov.uk/send>

Our full **SEN Information Report** is available on our school website.

Other useful contacts:

- **Hillingdon SEND Information, Advice and Support Service (SENDIASS):** <https://www.hillingdonsendiass.co.uk/>
- **Hillingdon SEND Team:** <https://careandsupport.hillingdon.gov.uk/Services/1652>
- **Educational Psychology Service:** <https://careandsupport.hillingdon.gov.uk/Services/2145>

For questions about your child's specific needs or to request additional support, please contact the school office to arrange a meeting with the school's SENDCo.

Our Provision by Area of Need

Communication and Interaction

Speech and Language Therapy (SALT)

We commission SALT services. Provision includes:

- SALT assessments when concerns are identified about a pupil's speech, language or communication skills
- Weekly 1:1 therapy sessions for pupils assessed as needing speech and language intervention
- Termly reviews with the Speech and Language Therapist
- Social communication groups to support understanding of social situations, turn-taking, conversation skills
- Developing vocabulary for emotions ("I feel angry/worried/frustrated") - crucial for pupils with SEMH needs who struggle to express feelings
- SALT targets embedded in daily classroom practice through communication plans

Communication Support

- Visual supports: Visual timetables, choice boards, now/next boards, task checklists etc.
- Social stories to support understanding of social situations and expectations
- Structured conversation teaching - how to have back-and-forth conversations
- Vocabulary development through real-life contexts (cooking, gardening, photography etc.)
- Daily speaking and listening activities including circle time, show and tell, and partner talk to develop oracy skills and confidence

Music and Communication

- Daily singing assembly for all pupils, supporting language development, rhythm and social interaction

Cognition and Learning

Personalised Learning

- Individual Education Plans (IEPs): Tailored learning plans with specific, measurable targets based on each pupil's needs and starting points
- Termly target reviews to track progress and adjust provision
- Differentiated curriculum adapted to individual learning styles and abilities

Phonics and Early Reading

- Daily phonics sessions using Phonics International
- Small group phonics intervention for pupils working below age-related expectations
- Daily reading sessions with trained TAs
- Guided reading in small ability groups

Reading Interventions

- Better Reading Partnership (BRP): 1:1 reading intervention for pupils reading below age expectations

Spelling and Literacy Support

- Touch Type Read Spell (TTRS): Multi-sensory typing programme for pupils with dyslexia or spelling difficulties, developing typing skills alongside spelling and reading

Maths Support

- Numicon: Multi-sensory maths resource used for pupils who struggle with number concepts
- Times Tables Rock Stars (TTRS)/Numbots: Online programmes making the practice of the four-operations engaging and motivating
- Maths intervention groups: Addressing specific gaps (e.g., place value, times tables, fractions)

Writing Support

- Fine motor skills support for pupils with poor pencil control
- Dictation and scribing for pupils with significant writing difficulties
- Writing frames and scaffolds to support structure and organization
- Fischer Family Trust (FFT): Intensive reading and writing intervention programme for pupils with reading and writing difficulties

Social, Emotional and Mental Health (SEMH)

Behaviour Support:

- Individual behaviour support plans (IBPs) tailored to each pupil's needs and triggers
- Key worker system - every pupil has a trusted adult who knows them well
- Restrictive Intervention training for all staff
- Functional behaviour analysis to understand why behaviour happens and what helps
- Individual reward systems based on what motivates each pupil
- De-escalation strategies specific to each child

Emotional Wellbeing:

- BRICK Therapy: Small group sessions using LEGO therapeutically to develop social skills, communication, and emotional regulation
- Social skills groups: Developing friendship skills, turn-taking, sharing, conflict resolution
- Lunchtime and playtime support: Structured activities and adult support for pupils who struggle with unstructured time

Rewards and Incentives:

- School Shop: Weekly reward system where pupils 'spend' earned points
- Dip in the Box: Immediate rewards for positive behaviour and effort
- Head Teacher Restaurant Lunches: Pupils who earn full weekly points enjoy a special lunch experience
- Positive phone calls home to celebrate successes
- Points/Award certificates: presented and celebrated in assembly

Family Support Worker providing:

- Practical help with attendance, behaviour at home, routines
- Home visits where appropriate
- Parenting strategies and support
- Signposting to external agencies (benefits, housing, mental health services)
- Early Help Assessments
- Support with accessing services

Wider Opportunities

- Enrichment programme
- Green Time
- Trips and visits
- Breakfast Club
- Uniform support

Sensory and/or Physical Needs

Sensory Support

Occupational Therapy (OT):

- Referrals to Local Authority OT service for pupils with significant sensory or motor difficulties
- Implementation of OT recommendations - strategies and programmes delivered by trained Teaching Assistants
- Liaison with OT to review and adapt sensory support strategies for specific pupils

Sensory Equipment Available:

- Fidget tools and manipulatives
- Weighted lap pads and blankets
- Wobble cushions and therapy balls for flexible seating
- Ear defenders and noise-cancelling headphones
- Visual timers to support transitions
- Chewable items for oral sensory needs
- Sensory bottles and calming resources

Sensory and Regulation Spaces:

- Reflection areas in all classrooms: Child-directed spaces for self-regulation where pupils can choose to go when they need to calm down
- Time-out rooms: Teacher-directed spaces for pupils who need adult support to regulate
- Evergreen Room: Our behaviour room with specialist sensory resources for regulation and de-escalation

Sensory Strategies:

- Movement breaks built into the school day
- Sensory circuits for pupils who need sensory input
- Individual sensory strategies based on pupil needs (e.g., fidget tools during lessons, movement breaks, calming activities)

Physical Development

- Soft Play sessions: Weekly small group sessions (4-6 pupils) developing gross motor skills, body awareness, coordination
- Outdoor Activities: butterfly garden, gardening, outdoor learning
- Fine motor skills support: Developing pencil grip, scissor skills, manipulation of small objects
- Gross motor skills support: Balance, coordination, ball skills, movement activities
- Adapted PE: Differentiated PE activities to ensure all pupils can participate regardless of physical ability

Support for Specific Groups

Disadvantaged Pupils (Pupil Premium)

- Access to all interventions
- Free uniform, PE kit, and school shoes
- Free trips and visits
- Access to Family Support Worker

Looked-After Children and Previously Looked-After Children

- Designated person who coordinates support and acts as advocate
- Personal Education Plan (PEP) meetings termly
- Pupil Premium Plus funding used to support learning and wellbeing
- Access to all interventions
- Attachment-aware, trauma-informed practice
- Key adult for stability and consistency
- Close liaison with social workers and virtual school

Pupils with Child Protection or Child in Need Plans

- Close liaison with social workers and attendance at multi-agency meetings
- Key adult who checks in daily
- Early Help Assessments where appropriate
- Family Support Worker providing practical support
- Monitoring of wellbeing, attendance and behaviour
- Trauma-informed approach

Pupils with Medical Needs

- Regular reviews of Individual healthcare plans and emergency protocols for pupils with medical conditions including asthma, diabetes, epilepsy, severe allergies/anaphylaxis, and other chronic health conditions
- Staff training in medication administration, recognising symptoms and emergency procedures including use of inhalers, EpiPens, insulin administration, and seizure management
- Monitoring of pupils on ADHD or mental health medication
- Links with specialist health services (paediatricians, CAMHS, school nurses, diabetes nurses, diabetic emergencies, and seizures)