

Logic Studio School

SEN Information Report 2026 to 2027

This report explains how we identify and support students with special educational needs and disabilities (SEND), work with families and help students prepare for their next steps. It covers Years 10 to 13 and students continuing their sixth form studies with us.

Logic is a mainstream studio school for young people aged 14 to 19. We aim to help each student participate in school life, make progress and develop independence. Support is planned around the individual student, whether they receive SEN Support or have an Education, Health and Care Plan (EHCP).

Who should I contact

SENCo and Deputy Headteacher: Charlie Young
SEND Administrator: Shaanah Bruno
SEND governor: Ben Smith
SENCo email: c.young@logicstudioschool.org
School telephone: 020 8831 3001
Principal: Alex Pett
Address: Logic Studio School, Browells Lane, Feltham, TW13 7EF

You can contact the SENCo directly about SEND. Your child's Personal Coach, PREP tutor or subject teacher can also help with concerns about learning, settling in or wellbeing. Students can speak to these staff themselves.

What needs can the school support

We consider needs across the four broad areas below. A student may need support in more than one area, and their needs may change over time.

- Communication and interaction, including speech, language and social communication needs.
- Cognition and learning, including difficulties with literacy, numeracy or processing information.
- Social, emotional and mental health needs affecting learning or participation.
- Sensory and physical needs affecting access to learning or the school environment.

Identifying needs and providing support

How will the school know if my child needs help

We gather information from students, families and previous schools when students join Logic. This includes existing support plans, professional advice and EHCPs where relevant. Our own assessments, classroom work and discussions with teachers help us understand strengths, difficulties and the support needed.

Teachers continue to monitor progress after admission. If concerns arise, we discuss them with the student and family and involve the SENCo. Please tell us about changes at home, in health or in previous support which may affect learning.

Low attainment, behaviour difficulties or speaking English as an additional language do not by themselves establish SEN. Equally, a student who achieves well can still need special educational provision. Support should respond to identified needs without waiting for a diagnosis.

How will teaching be adapted

Subject teachers remain responsible for the learning and progress of every student in their lessons. They use information from the SEND team and relevant professionals when planning teaching. Adaptations may include clear explanations, practical or visual resources, breaking work into manageable steps and checking understanding.

Student SEND profiles describe helpful strategies and agreed support. Profiles are working documents that follow the assess, plan, do, review cycle, with substantial input from the student supported by their personal coach. Personal Coaching supports independence, self-advocacy and the use of assistive technology. The SENCo coordinates consideration of exam access arrangements in line with the relevant awarding-body requirements.

How is SEN Support planned and reviewed

We use a graduated approach known as assess, plan, do, review. It brings together classroom teaching, additional support and the views of the student and family.

- Assess: identify strengths, needs and barriers, using classroom evidence and advice.
- Plan: agree outcomes, support, responsibilities and a review date with the student and family.
- Do: put the support into practice, with teachers and the SEND team working together.
- Review: consider its effect on learning and participation, then continue, change or end support as appropriate.

Support can include targeted teaching, pre-teaching or revisiting learning, mentoring, small-group work and specialist advice. The SENCo discusses referrals with the student and family and seeks consent where required.

Updated SEND profiles are shared securely with relevant staff to inform classroom practice. Students and families receive agreed support and review outcomes and can contribute changes through the coach or SENCo. For SEN Support without an EHCP, the SENCo and coach coordinate assess, plan, do, review using teacher feedback, progress and student and family views. Review dates reflect need, with earlier review if support is not effective.

Working with students and families

How will we involve parents and carers

Families can share concerns at any time. We discuss progress, what is working and what needs to change, and agree how school and home can support the student. Relevant professional advice is discussed with families or shared through written reports.

For students receiving SEN Support, we arrange at least three structured discussions with parents and carers each year. Parents' evenings, tutor evenings and additional meetings provide opportunities to review SEND progress, outcomes, support and next steps. Enrolment meetings contribute when a student joins; ongoing review discussions continue in subsequent years. Sufficient time is set aside for SEND to be discussed, and agreed actions are shared with the student and family.

We support young people to express their views and take increasing responsibility for decisions. After compulsory school age, some statutory SEND decision-making rights transfer to the young person. We work with them about the involvement of parents and carers, taking account of consent and capacity.

How will we hear the student's views

Coaches meet students with EHCPs at least once each half term to review and update their SEND profiles. Students contribute actively, with support from their coach, to identifying what helps, reviewing progress and agreeing changes. Students can also share their views with their tutor, teachers or SENCo in conversation or another format that works for them.

The Student Council, teaching and learning reviews and student questionnaires provide further opportunities to comment on school life. Families can also give feedback through questionnaires and direct contact.

How will progress be measured

Teachers review attainment and progress through classwork, assessment and reporting. SEND reviews also consider the student's individual outcomes, independence, participation and wellbeing. Where an intervention is used, we consider whether it is achieving its intended purpose and what should happen next.

What if an EHCP is needed or already in place

An EHC needs assessment considers whether provision needs to be secured through an EHCP. The school, a parent or a young person can request an assessment from the local authority. The authority applies the statutory test and explains its decision and the relevant rights of challenge.

For students with an EHCP, we work with the local authority and relevant professionals to deliver the specified support and contribute to the annual review. An EHCP does not automatically mean a student has an individual adult throughout the day; the provision depends on what the plan specifies.

Staff expertise and specialist services

Who is responsible for support

Charlie Young, SENCo and Deputy Headteacher, coordinates SEND provision, advises staff, maintains oversight of needs and support, works with families and liaises with external professionals. Shaanah Bruno is the SEND Administrator. Subject teachers plan and deliver teaching and monitor progress. Personal Coaches and PREP tutors provide pastoral support and help staff understand how students are managing across school.

The Principal oversees provision and resources. Ben Smith is the named SEND governor. The Local Governing Body monitors SEND provision, with trustees exercising oversight through the trust's governance arrangements.

Which other services can help

Students at Logic can access educational psychology, speech and language therapy, counselling, personal coaching and specialist careers guidance. Referrals are coordinated through Charlie Young, the SENCo. Every student with SEND has access to a personal coach. Specialist services attend on a scheduled basis. The SENCo works with students, families and relevant professionals to identify appropriate support and how advice will be used in school. Provision specified in an EHCP must be delivered in accordance with the plan.

How are staff trained

The SEND team advises teachers and support staff about individual needs and classroom strategies. Personal coaches receive ongoing training throughout the year, including safeguarding, anxiety and grief, mainly through the educational psychologist. Early Career Teachers and other new staff receive particular support to understand SEND procedures. Where specialist expertise is needed, we seek advice or relevant training and share it with staff.

The SENCo works with the exams team, teachers and an appropriately qualified assessor where specialist assessment is required to consider examination access arrangements. Decisions draw on evidence of the student's needs and usual way of working, alongside the relevant awarding-body requirements. Students and families are involved in discussing appropriate arrangements.

How are resources and equipment arranged

The Principal and SENCo consider existing provision, emerging needs and the impact of support when allocating school resources. Support may involve staffing, targeted teaching, specialist advice or equipment. The SENCo discusses individual requirements with families and relevant professionals and liaises with the local authority where further provision or funding is needed.

Students can receive SEN Support without an EHCP. Where a plan is in place, provision must reflect its requirements.

How do we know the school's provision is effective

Leaders evaluate SEND provision through student progress, transition outcomes, family feedback, professional collaboration and accurate records. Senior leaders and the SENCo monitor classroom practice, and the SEND governor monitors procedures and provision. The effectiveness of SEND policy and practice is reviewed through school self-evaluation and feedback. Findings inform the school development plan each year.

Access participation and wellbeing

How do admissions and access work for disabled students

Disabled applicants are considered through the school's published admissions arrangements. We discuss access needs and reasonable adjustments with the student and family. If a final EHCP names Logic, the school must admit the student. Pre-entry discussions help us plan support; they do not replace the applicable admissions process.

We seek to prevent less favourable treatment by planning adjustments to teaching, resources and participation, listening to concerns and addressing discriminatory behaviour. Students and families should contact the SENCo if an arrangement creates a barrier.

The accessibility plan records ramps, lifts, wide corridors, accessible toilets and changing facilities, large-print resources, signage and pictorial or symbolic information.

The plan covers curriculum access, the physical environment and accessible information, including adapted resources, laptops, coaching and off-site visits. Contact the SENCo about individual requirements or accessible formats.

Accessibility Plan

The SENCo and premises and health and safety staff plan individual access and evacuation arrangements with students and families where needed, reviewing these when circumstances change. Accessibility improvements, responsibilities and review dates are recorded and monitored through the accessibility plan.

How will my child take part beyond lessons

We plan participation in trips, visits and wider activities with students and families. Depending on need, this may include additional staffing, accessible transport, adapted activities or preparation for a change of routine. We discuss individual arrangements in advance.

What support is available for wellbeing

Students can discuss wellbeing with their Personal Coach, PREP tutor or SENCo. Support may include mentoring, social skills work, friendship support or counselling, according to need and availability. Sharon Smith is the medical contact and Sam Bennett is the Attendance Coordinator; both can be reached through the school office.

Each year group's pastoral team deals with bullying, which the school does not tolerate. Report concerns to the pastoral team, a trusted member of staff or the SENCo. Staff follow the anti-bullying procedure, address communication barriers and agree support and follow-up, helping students find ways to report concerns confidently.

For looked-after students with SEN, the SENCo works with the designated teacher, carers, Virtual School and relevant professionals. SEND support and outcomes are coordinated with the Personal Education Plan and any EHCP. Contact the SENCo or school office to reach the designated teacher.

What happens if attending school becomes difficult

Please contact us early so that we can understand barriers and plan support. For compulsory-school-age pupils, a temporary part-time timetable is only for very exceptional circumstances, with parental agreement, regular review and a proposed end date. It must not be used to manage behaviour. Where a student has an EHCP, the local authority should be involved.

Transitions and preparation for adulthood

How will we support a student joining Logic

For students moving from Year 9 to Year 10, we gather information from the previous school and invite students and families to discuss support needs. The summer transition day provides an opportunity to meet other students and become familiar with the school. Additional transition support is planned where needed.

For students joining at another point, we seek information from their previous setting, discuss any existing support and monitor how they settle in. A Personal Coach provides a point of contact. Relevant information is shared with staff when students change classes or year groups.

How do we support choices after Year 11 and sixth form

Jo Lane is the school's designated careers specialist and works with students with SEND to develop a careers plan. Weekly careers support is available on Wednesdays in Key Stage 5. Careers education and guidance help students connect their current learning with future goals and consider their next steps. The SEND team and Personal Coaches contribute where additional support is needed.

We help students consider courses, training and employment, including opportunities beyond Logic. We discuss the support available at the next setting, entry requirements and any adjustments needed for visits, applications or transition. Relevant records and support information are shared with the receiving setting through appropriate arrangements.

Preparation for adulthood includes education and employment, independent living, health and participation in the community. For students with EHCPs, these ambitions and the steps towards them form part of review discussions. We work with the student, family and relevant professionals to plan next steps.

SEND support continues when students move into Logic's sixth form. The SEND team shares relevant information with teaching staff and reviews support in light of course demands and the student's growing independence. For work placements, staff discuss support needs with the student and placement provider and agree appropriate adjustments and contact arrangements. When students move to another setting, we support transition planning and share relevant information through appropriate arrangements.

Where can families find wider support

Hounslow's Local Offer explains local SEND services and how to access them. This report describes Logic's contribution through its school provision. Families living outside Hounslow can also use their home authority's Local Offer. The SENCo can help families identify relevant support.

[Hounslow SEND Local Offer](#)

[Hounslow SENDIASS information advice and support](#)

SENDIASS provides information, advice and support to children, young people and families about SEND. Its website provides current contact details.

Concerns complaints and report review

What should I do if I am unhappy with support

Discuss SEND concerns with Charlie Young at c.young@logicstudioschool.org or 020 8831 3001. Explain the concern, action already taken and the outcome you seek. If the concern is not resolved, use the trust's Complaints Policy and Procedures linked below.

The complaints procedure provides for informal resolution, a formal investigation and a Complaints Committee hearing. It explains how to submit and escalate a complaint, the applicable timescales and the arrangements for complaints about particular members of staff. The school office can provide a copy of the policy and help identify the appropriate contact.

Reasonable adjustments and help with submitting a complaint can be requested through the school office. Complaints about the handling of a school complaint may also be referred to the Department for Education within its remit; this is not a general appeal on the merits of the complaint.

[Complaints Policy and Procedures](#)

Complaints about local authority decisions on EHC assessments or plans follow separate processes. SENDIASS can explain the relevant options, which may include mediation and appeal rights. A school complaint does not replace those processes.

Where can I find related school information

Read this report alongside the SEND policy, accessibility plan, admissions arrangements, anti-bullying policy, complaints procedure and medical conditions policy on the school's policies page.

[Logic Studio School policies](#)

How is this report kept up to date

We review this report annually and update changes during the year as soon as possible. Send feedback to the SENCo; request a paper copy through the school office.

Publication date: September 2026

Next annual review: September 2027

Approved by: Charlie Young