



Old Oak Primary School

SEND SCHOOL INFORMATION REPORT 2025-2026

The Special Needs Coordinator: Iona McCartney

The Governor with responsibility for SEND: Graham Welch

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(1) What should I do if I think my child may have special education needs?

We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and SENDCO to discuss next steps. The identification of special education needs and Disability (SEND) may also arise as part of our usual practice of teachers meeting with Head Teacher, senior leaders, including the SENDCO, on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called Pupil Progress Meetings.

(2) How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of need. A range of evidence is collected through assessment and monitoring arrangements. As well as regular formal discussion between the Special Education Needs and Disability Coordinator (SENDCO) and the class teachers. If these suggest that any pupil is not making the expected progress, or their needs have changed the class teacher will invite the parent/carers to school to discuss these additional needs with the SENDCO. Following this, the class teachers and parents/carers, work with the SENDCO in order to decide if, or how, additional provision is implemented.

- When a teachers or parent has raised concerns about your child's progress, and targeted teaching has not met the child' needs, the teacher will raise this with the SENDCO.
- Schools also have pupil progress meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to **monitor this or set up an intervention group or additional adaptations to the curriculum and will inform you.**
- If your child is still not making expected progress the school will discuss with you any concerns you may have.
- They will also discuss with you any further interventions or referrals to outside professionals to support your child's learning.

- We are committed to setting up good relationships that will enable us to work together, to support your child at home/school.
- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting. These happen three times a year – every term.
- The SENDCO may also contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

(3) How will I know how Old Oak support my child?

- Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or support staff in class
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc., then the pupil will be placed in a small focus group. The intervention will be run by the class teacher or a member of support staff. The length of time for the intervention will vary according to need. It also may take the form of the intervention 'Precision Teaching' where children receive short, regular, intensive support with a particular difficulty. All interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning, using the Assess, Plan, Do Review cycle. The impact of these interventions will be assessed and discussed at the termly Pupil Progress Meeting.
- Pupil progress and Provision Map Review Meetings are held each term. In these meetings the class teacher meets with the SENDCO and/or Head Teacher to discuss the progress of all pupils in their class. This shared discussion highlights potential problems in order for further interventions to be planned and put into place.
- Occasionally, a pupil may need more expert support from outside of school such as Educational Psychology. Where this is the case, a referral will be made with your consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.

(4) How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

At Old Oak Primary School, we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate that is essential to understand your child's views on any difficulties they may experience with their learning.

- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and SENDCO to discuss current progress, support strategies being used and expected outcomes.
- If your child has an Education, Health Care Plan (EHCP) you and your child will be able to share your views at the Annual Review.

(5) How will the curriculum be matched to meet my child's needs?

High quality classroom teaching, a robust 'universal offer', adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. This type of teaching is known as adaptive teaching and will enable you child to access a broad, balanced and relevant curriculum. You can find out more about adaptive teaching in the school's Learning and Teaching Policy.

If your child is not making the expected progress and has specific gaps in their understanding, he/she may work within a small group of children.

These groups, also called intervention groups, may be run:

- in the classroom or outside;
- by a teacher or a teaching assistant who has been trained to run these groups;
- by a specialist from outside the school such as speech and language therapist.

Further specific support may also be provided through an Education, Health Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particular high level of individual or small group teaching which cannot be provided from the budget available to the school.

THE SEND Code of Practice outlines four main areas of need: ***communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical needs.***

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Communication and interaction: Children and young people with speech, language and communication needs (SLCN) have a difficulty in communicating with others. This may be because they have a difficulty saying what they want to, understand what is being said to them or they do not understand or use social rules of communication.

Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation. Specific learning difficulties (SpLD), affect one or more specific aspects. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health: Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disordered behavior such as attention deficit disorder, attention deficit, hyperactive disorder or attachment disorder.

Sensory and/or physical needs: Some children and young people require special education provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

(6) How will you support my child to reach his/her learning outcomes?

- The SENDCO oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.
- The school has an in-house Eklon trained Speech and Language specialist who supports key children throughout the school: Pam Frost-Patrick.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

- Your child may receive Emotional Literacy support (ELSA) if appropriate to meet an social, emotional or mental health need. Our school has an in-house ELSA: Fleur Sutton.
- External agencies and specialists may also review your child's progress and work with school staff to adapt their planning accordingly.
- The class teacher will meet with parents at least on a termly basis (this could be part of Parent's Evening) to discuss your child's needs, support and progress.
- For further information the SENDCO is available to discuss support in more detail.

(7) How will I know how my child is doing?

- If a child is identified as needing an **Individual Education Plan (IEP)** to support their education then parents will be involved in helping the school to create this, and then in reviewing targets at regular intervals, usually three times a year or more if needed.
- You will be able to discuss your child's progress at Parent's Open Evening and the end of year report.
- Your child's class teacher will be available at the end of the day if you wish to raise a concern. Appointments can be made with the class teacher and/or the SENDCO if further discussion is required.

(8) How will you help me to support my child's learning?

- There may be a suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training and specific support strategies relevant to your child.
- The SENDCO may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have the opportunity to meet with other professionals involved in supporting your child.
- External support professionals such as; Specialist Literacy Teacher, JCT team, Inspire Autism outreach and occupational therapists may also suggest ways in which you can help your child.

(9) What opportunities will there be to discuss my child's progress?

- We have an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teacher, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- A range of ways will be used to keep you informed, which will include:
 - Termly parent meetings
 - Home/school book
 - Letters sent home
 - Additional meetings as required
 - Reports

(10) What is an Education Health and Care Plan and who can request one for my child?

- The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain:
- the views and aspirations of the you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care work together to meet your child's needs and support the achievement of the agreed outcomes
- you, your child (where appropriate and aged 16 and over) and/or the school, usually the SENDCO or Head teacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

(11) How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- If your child has an EHCP we will review targets and ensure they are being met.
- We will check closely to see if your child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up with their peers or expected age levels.
- Verbal feedback may be given from the teacher, parent and pupil.
- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regards to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.
- Children may move off the SEND register when they have 'caught up' or made sufficient progress.

(12) What support will there be for my child's happiness and well-being at Old Oak Primary School? What is the pastoral, medical and social support available in the school?

At Old Oak Primary School, we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously. We are an inclusive school and we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring understanding team looking after our children.

You can be confident that in particular your child's class teacher, the teaching assistants and the SENDCO are available to provide support to match your child's needs. The school offers a wide variety of pastoral support for pupils who have emotional difficulties, these include:

- All members of staff are readily available for pupils who wish to discuss issues and concerns.
- We have an Emotional Literacy Support Assistant (ELSA) who supports the wellbeing of children. They are trained by a team of Educational Psychologists and receive ongoing group supervision.
- Positions of responsibility are available /created for those who find break-times challenging or to build confidence.
- The playground has areas that are quiet areas during break-times.
- Each class holds weekly 'SCARF' PSHE Programme activities that address specific concerns and worries relevant to the class throughout the school from Reception to Year 6.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be parent's first point of contact. If further support is required the class teachers liaise with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Children's Services and/or the Behaviour Support Team.
- The school has a range of ways of supporting children socially and emotionally:
 - Referral to Localities
 - School 'Mind' link worker
 - Family Group
 - Social skills groups
 - ELSA – emotional literacy support assistant

The school has a system of sanctions and rewards for behavior management for all children. Additional behavior management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties. The school also participates in events such as Anti-Bullying Week. See Behaviour Principle Policy.

(14) How do you support children with medical needs?

- If a child has medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff supporting the child.
- Members of staff are trained to use the adrenaline auto-injectors and insulin injections.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and the staff member.

(15) What specialist services and expertise are available at or accessed by the school?

- Educational Psychologist
- Speech and Language Therapist
- CAMHS (Child and Adolescent Mental Health Service)
- Early Help
- Social Services
- Occupational Therapy
- School Nurse
- TBAP (Tri-Borough Alternative Provision)
- In-school counselling with 'Mind'
- Inspire

(16) What training have the staff supporting children with SEND completed or are currently completing?

We have training and support for staff, based on the needs of the pupils within the school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need.

Medical training to support pupils with medical care plans is organised as needed.

Different members of staff have received training related to SEND, these have included:

- How to support children with speech and language difficulties
- How to support children on the autistic spectrum
- How to support children with dyslexia
- How to support children with behavioural, social and emotional needs
- How to support children in literacy and numeracy

(17) How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Where needed the risk assessment would include a meeting with parents/carers as well as taking account of any medical advice. The destination of these trips will be taken into account when assessing the needs of all children. Activities and school trips are available to all.

- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support. A member of the Senior Leadership Team may also accompany the class.
- After school clubs are available to all pupils. Sometimes vulnerable pupils are given priority and adjustments will be made to support their participation.

(18) How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps/lifts to access the school building.
- Disabled toilet that is large enough to facilitate changing.
- Visual timetables are used in all classrooms
- Support from the H&F Hearing Impairment Team

(19) How will the school prepare my child when joining Old Oak Primary School or transferring to a new school?

We recognise that transitions 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 moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. Provision maps, Individual Education Health Plans/Education Health Care Plans will be shared with the new teacher.

In Nursery / Reception:

- There are induction events during the summer term for all children who are joining the Early Years Foundation Stage in September.
- The nursery class teacher/early years educators may arrange individual home visits for new pupils joining Old Oak Primary School Nursery.
- The SENDCO may arrange additional visits for children identified as having SEND and additional meetings will be arranged with parents and any other agencies who have been involved with your child.

In year 6: Students with SEND are allocated places in two separate and distinct ways:

- Those pupils with EHCPs have a separate admissions procedure overseen by Hammersmith & Fulham SEN team. These pupils will have an earlier deadline to submit preferences for secondary school. A meeting with SENDCO and yourself and the pupil, where appropriate, will be held to discuss options. A visit for you and your child to prospective school/s prior to making this application can be arranged too. You can also look at the 'School Offer' of these schools.
- Those pupils who have SEND but do not have an EHCP are admitted via the normal admissions criteria.
- The SENDCO will discuss the specific needs of your child with the SENDCO/Inclusion Manager of their secondary school.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story, count down calendar to support them understand moving on, then it will be made for them.

(20) How will my child contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which provides an open forum for any issues or viewpoints to be raised.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.

(21) Who can I contact if I have a complaint about the SEND provision made for my child?

Initially speak with our child's teachers and/or the SENDCO. Hopefully, they will be able to address your concerns.

You can then contact the Head teacher, who may direct you to the school's Complaint Policy and procedure.

(22) If I have any questions about my child at Old Oak Primary School, who can I ask?

At Old Oak Primary School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order

1. Class teacher
2. The DHT/SENDCO – Ms McCartney
3. The Head Teachers - Mrs Beardsworth

(23) How are the school's resources allocated and matched to the pupil's special education needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a pupil progress meeting or if a concern has been raised at another point during the term.
- Resources may include deployment of staff depending on individual circumstances.

(24) How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the class teacher, SENDCO and Headteacher.
- Decisions are based upon the termly tracking of pupil progress and as a result of the assessments by outside agencies.

(25) How will I be involved in discussions about and planning my child's education?

All parents are encouraged to contribute to their child's education; this may be through:

- Discussions with class teacher.
- Discussions with SENDCO, Senior Leadership Team or other professionals.
- Annual Review Meetings.
- Parent evenings.

(26) How are parents and carers involved in the school? How can I be involved?

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include:

- The schools website: www.oldoakprimary.co.uk or Instagram account
- Weekly newsletters for parents of dates, events and items of school news.
- A school text messaging service
- Class noticeboard for parents
- Parent/Carer Opening evenings
- 'Friends of Old Oak' help to organise and run fundraising events throughout the year to raise money for additional resources
- Seesaw (Remote learning platform)

(27) Who can I contact for further information?

The class teacher is the first point of contact but parents are also welcome to contact the SENDCO directly about any concerns. Other than daily routines and arrangements, any important information should be shared with the class teacher rather than the teaching assistant who may be within the team supporting your child.

Useful contact details:

Head Teacher: Mrs Beardsworth

Deputy Headteacher and SENDCO: Ms McCartney

deputy@oldoak.lbhf.sch.uk or senco@oldoak.lbhf.sch.uk

School Office: Kelly Norris-Williams

sbm@oldoak.lbhf.sch.uk

Telephone: 020 8743 7629

If you are considering applying for a place at Old Oak Primary School and your child has special educational needs then the first action to take is to telephone the school and arrange an initial visit with the Head Teacher or SENDCO. We will be happy to meet with you.

Other services that may help you if you are applying for a school place are:

Admissions:

<https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/school-admissions>

Hammersmith and Fulham Local Offer:

<https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/special-educational-needs-and-disabilities-send-and-local-offer>

This offer is accurate now, but services are regularly reviews and could change. All information will be updated as soon as possible to reflect any new service offer.

An invite for feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email: admin@oldoak.lbhf.sch.uk