



Old Oak Primary school

SEND SCHOOL INFORMATION REPORT

The Special Needs Coordinator: Mrs. Davina Brandt

The Governor with responsibility for SEN: Ann Tully

How does Old Oak Primary school know if my child needs extra help?

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 Coordinator (SENCO) 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 SENCO. Following this, the class teachers and parents/carers, work with the SENCO in order to decide if, or how, additional provision is implemented.

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 SENCO to discuss next steps. The identification of special education needs (SEN) may also arise as part of our usual practice of teachers meeting with Head Teacher, senior leaders, including the SENCO, on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called Pupil Progress Meetings.

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 differentiated 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. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning. 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 SENCO and members of Senior Leadership Team including the 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.

- 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.
- The Governors at Old Oak Primary School are responsible for entrusting named person, Yasmin Hassan, who is responsible for monitoring Safeguarding and Child protection procedures.

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

High quality classroom teaching, adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. For example, a child will be given the opportunity to record information in different ways such as using a camera or recording device. This type of teaching is known as differentiation and will enable you child to access a broad, balanced and relevant curriculum. You can find out more about differentiation in the school's Teaching and Learning 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 disorder, 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/severe/profound 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 differentiation. 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 behavior. Other children and young people may have disorders 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.

How will I know how my child is doing?

- If a child is identified as needing an Individual Education Plan 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 SENCO if further discussion is required.

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

- The class teacher may suggest strategies of how to support your child.
- The SENCO may meet with you to discuss how to support your child with strategies at home.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

We are an inclusive school. We welcome and celebrate diversity. All staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress. We have a caring understanding team who look after all children. 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.
- Clubs and positions of responsibility are available /created for those who find break-times challenging.
- The playground has areas that are quiet areas during break-times.
- Each class holds weekly 'Circle Time' activities that address specific concerns and worries relevant to the class.

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.

Pupils with medical needs

- If a pupil 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 pupil.
- Members of staff are trained to use the epipen 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.

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)
- CWP - Children and Well-Being Practitioner
- Social Services
- Occupational Therapy
- School Nurse
- TBAP (Tri-Borough Alternative Provision)
- In school counselling
- WLZ (West London Zone)

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

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.
- School minibus may be arranged for safer transportation to and from trips.
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.

How accessible is the school environment?

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

- A ramp/lift to access the school building.
- Disabled toilet that is large enough to facilitate changing.
- Visual timetables are used in all classrooms

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 SEN 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 SENCO 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 Foundation Stage in September.
- The reception class teacher/teaching assistants will arrange individual home visits for new pupils joining Old Oak Primary Nursery.
- The SENCO may arrange additional visits for children identified as having SEN and additional meetings will be arranged with parents and any other agencies who have been involved with your child.

In year 6: Students with SEN 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 SENCO 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 SEN but do not have an EHCP are admitted via the normal admissions criteria.
- The SENCO will discuss the specific needs of your child with the SENCO/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.

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

- The SEN 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.

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

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

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 SENCO, Senior Leadership Team or other professionals.
- Annual Review Meetings.
- Parent evenings.

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**
- **Weekly newsletters information parents of dates, events and items of school news.**
- **A school text messaging service.**
- **Class noticeboard for parents**
- **Parents/Carers Opening evenings**
- **PTA (parent-teacher association) help to organise and run fundraising events throughout the year to raise money for additional resources**
- **Head Teachers board – to share work of excellence, what is happening throughout the school and pressing issues in education.**

Who can I contact for further information?

The class teacher is the first point of contact but parents are also welcome to contact the SENCO 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: Mr Brown

head@oldoak.lbhf.sch.uk

SENCO: Mrs. Brandt

senco@oldoak.lbhf.sch.uk

School Office: Miss Beason

bbeason4.205@lgflmail.org

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 SENCO. 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