



Old Oak Primary School

Mellitus Street

London W12 0AS

SPECIAL EDUCATIONAL NEEDS POLICY

Academic Year 2026/2027

Effective from 1st September 2026

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body on

It is due for review in September 2027.

This policy sets out the aims, principles and arrangements for identifying and supporting pupils with special educational needs and disabilities (SEND) at Old Oak Primary School. It reflects our commitment to inclusion, equality, removing barriers to learning, high expectations and the participation of pupils and their parents/carers. It should be read alongside the school's wider safeguarding, equality, accessibility, behaviour and medical needs arrangements.

The policy has been reviewed for the 2026/2027 academic year against the current statutory framework and guidance applicable in England.

- Equality Act 2010 and current DfE advice for schools on disability and reasonable adjustments
- SEND Code of Practice: 0 to 25 years (current statutory guidance; updated September 2024)
- Special Educational Needs and Disability Regulations 2014, including the SEN Information Report requirements
- Supporting pupils with medical conditions at school (statutory guidance, current version)
- The National Curriculum in England and the statutory curriculum requirements relevant to the school
- Safeguarding and Child Protection Policy (aligned with KCSIE 2026 and Working Together to Safeguard Children 2026)
- Accessibility Plan
- Teachers' Standards (current version)
- Equality Statement
- Allergy safety in schools (DfE statutory guidance, July 2026), where relevant
- SEN and disability duties: guidance for school governing boards (DfE, 2025)
- Working Together to Safeguard Children 2026
- Keeping Children Safe in Education 2026 (KCSIE 2026)

Vision

Our vision is for the community to see Old Oak as their school, a success in the community; a happy school where everyone is valued and respected. To enable each child to achieve their full potential and make the most of the opportunities and choices offered to them, we aim to provide a secure and

stimulating environment that promotes independence, self-esteem, health and well-being.

SECTION 1: OUR SCHOOL

Old Oak Primary School is an inclusive happy school where everyone is valued and respected. We aim to ensure that all pupils including those with special educational needs (Appendix 1) have full access to all school activities so far as this is reasonable, practical and compatible with the pupil receiving special education provision and consistent with the efficient education of other children in the school and the effective use of resources.

We believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

(SEND Code of Practice: 0 to 25 years, current statutory guidance Para 6.1)

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At Old Oak, every teacher aims to be a teacher to every child including those with SEN. Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including pupils receiving SEN support and support from teaching assistants or specialist staff. This includes

where pupils access support from teaching assistants or specialist staff. We value the importance of everyone working together. We are committed to high quality teaching that is differentiated and personalised and strive to provide a curriculum which is accessible and meets the individual needs of the majority of children. We recognise that some children need educational provision that is additional or different from this. We will make our best endeavours to ensure that special educational provision is made for those who need it. There is a need for collaboration between home, school and outside agencies.

We raise aspirations and achievement of all children with SEN by:

- Ensuring decisions are informed by the insights of parents and those of the children themselves
- Having high expectations for all our children
- Tracking their progress towards their targets
- Reviewing the additional or different provision that is made for them
- Promoting positive outcomes in personal and social development
- Ensuring that the approaches we use are based on the best possible evidence and are having the required impact on progress

We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. We aim to work in partnership with parents/carers, valuing their views and contributions and endeavour to keep them fully involved in their child's education.

We recognise the importance of early identification and assessment of pupils with special educational needs. We have practices and procedures in place which aim to ensure that all pupils special educational needs are identified and assessed and the curriculum is planned to meet their needs.

We ensure that as soon as the needs of pupils are identified and assessed, the appropriate support strategies are implemented. If additional specialist advice and support is necessary, we contact the appropriate external agencies. We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting pupils special educational needs. We actively support the establishment and maintenance of close links with all agencies working with children.

We believe in the involvement of the child and the importance of taking their views into account. We make every effort to involve the child in decision-making about their education.

SECTION 2: AIMS

All members of staff consider individual needs of pupils when planning. The school curriculum is planned and differentiated to meet the range of individual needs of all pupils. The curriculum is further modified on a short-term planning basis to meet the special educational needs of specific individuals. The school provides extra support, when necessary, to ensure that children with special educational needs are able to access the full curriculum. Moreover, teachers make a careful selection of resources to facilitate all children's access to the curriculum. All staff at Old Oak have high expectations of all children.

Objectives - How we aim to provide equal access/ remove barriers to learning;

- To provide full access to a broad, balanced and relevant education
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the current SEND Code of Practice and other relevant statutory guidance
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To ensure that teachers, support staff, parent/carers and governors know the process of the identification of and provision for special educational needs
- To provide a qualified Special Educational Needs Coordinator (SENDCO) who will ensure that the SEND policy is adhered to.
- To provide support, advice and training for all staff working with pupils who have special educational needs

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL 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

There are four broad areas that give an overview of the range of needs that might be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that are applicable to a number of these areas and their needs may change over time.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication. Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a different pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning and includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties

which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Children's behaviour can be a symptom of an underlying need. We aim to identify the reasons behind challenging behaviour rather than identifying behaviour as a Special Educational Need (SEN).

Sensory and/or physical needs

Some children and young people require special educational 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) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Old Oak, we aim to identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

NB: There are other factors which are NOT **SEN** but may impact on progress and attainment;

Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

Attendance and Punctuality

Health and Welfare

EAL

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Philosophy

All children and young people are entitled to an education that enables them to:

achieve their best;

become confident individuals living fulfilling lives; and

make a successful transition into adulthood, whether into employment, further or higher education or training.

Principles

The involvement of children, parents and young people in decision making

The identification of children and young people's needs

Collaboration between education, health and social care services to provide support

High quality provision to meet the needs of children and young people with SEN

Greater choice and control for young people and parents over their support

Successful preparation for adulthood, including independent living and employment

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT AND EARLY IDENTIFICATION

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The school is often notified of a child's special educational needs, on entry, by the parents or carer. In some circumstances an outside agency or previous educational setting for example the Speech and Language Service may notify the school of a child's special educational need.

Old Oak employs a Speech and Language Therapist to support children's language development in order to identify any concern at the earliest possible stage. When considering whether a child has a special educational need the school will follow an identification process.

When considering whether a child has a special educational need the school will follow an identification process – **see appendix 2.**

Concerns can be triggered by parents or when regular assessing and tracking at termly pupil

progress meetings shows less than expected progress despite quality first teaching (QFT). At this stage information will be gathered, including a discussion with the pupil and their parents in order to develop a good understanding of the child's strengths and difficulties, parental concerns, outcomes and the next steps. For higher levels of need we may seek advice from external specialists.

Consideration of whether special educational provision is needed will be led by the desired outcomes, including expected progress, attainment and the view and wishes of parents and the child.

Children will only be identified as SEN and placed on the SEN Support Register if they make less than expected progress despite high quality, personalised and differentiated teaching, and adjustments to classroom provision and/or interventions.

The SEND Code of Practice identifies less than expected progress as progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The quality of teaching is regularly and carefully reviewed for all pupils, including those at risk of underachievement. This takes place through timely observations and monitoring. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. If it is decided that a child does have a special educational need then the parents will be informed and the child will be placed on the SEN Support Record. Actions will be put in place to remove barriers to learning and effective SEN support put into place. This SEN Support will take the form of a 'graduated approach'. This is a four-stage cycle through which earlier decisions and actions are revisited, refined and revised to create a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Structure of Provision

Wave One:

Inclusive quality teaching first for all. Offering pupils an inclusive and well differentiated experience in everyday lessons.

Wave Two:

Further support may be required for children to achieve age related progress. This can take the form of In-class Teaching Assistant support within literacy and numeracy, catch-up programmes, small withdrawal groups, differentiated resources e.g. dictionaries.

Wave Three:

If further support is needed additional personalised interventions are implemented. Specialist agencies may be involved such as Speech Therapy, Occupational Therapy

The Graduated Approach to SEN Support

Assess: The class teacher, working with the SENDCO will decide on the child's needs using the teacher's assessment and experience of the pupil; their previous progress and attainment; information from the school's pupil progress tracking system; attainment and behaviour; the individual's development in comparison to their peers and national data; the views and experience of parents; the pupil's own views and, if relevant, advice from external support services.

Plan: The teacher and if appropriate the SENDCO will meet with parents, during the school's meeting cycle, to agree on the provision to be put in place and the expected outcomes for that provision with a clear date for review. This may involve increased differentiation in the classroom or a targeted intervention.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan

and assess the impact of support and interventions and how they can be linked to classroom teaching. The role of the SENDCO is to support the class in the further assessment of the child's particular strengths and weaknesses.

Review: The progress of the pupil and the impact of the SEN provision will be regularly monitored. SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child has not made expected progress, we or the parents can consider requesting an Education, Health and Care assessment from the local authority.

Education, Health and Care Plans

A small number of pupils may require an Education, Health and Care (EHC) plan to ensure that their individual needs can be fully met. Funding for pupils with EHC plans is managed in accordance with local authority arrangements and the school's funding responsibilities. Resources are allocated to meet identified needs and the provision specified in the EHC plan. This funding is used in a variety of ways including providing additional support and the purchase of specialist equipment and resources or specialist advice. Pupils with EHC plans will have provision and outcomes recorded and reviewed in line with the EHC plan and the school's provision-monitoring arrangements. Teaching assistants and other support staff receive clear guidance about pupils' individual outcomes, provision and strategies, and contribute evidence about progress and impact. There is an Annual Review at least annually, with earlier reviews where required, where those involved to discuss the child's progress towards meeting the objectives in the Education Health and Care Plan, the level of provision needed and to set targets for the child to achieve over the next year.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEN SUPPORT REGISTER

A single category of **SEN SUPPORT** will replace the previous categories of School Action and School Action Plus. The school will keep a record of all children who are receiving SEN support. Each year group has a provision tracker which shows which children are receiving SEN support.

Once a child has been placed on the SEN Support Register the school may seek further advice and support from an outside agency. Usually, in addition to specialist support, the child continues to receive school support. Parents are invited to meet with class teachers to discuss progress, set new outcomes and

decide on next steps. Progress continues to be regularly reviewed and if targets are fully met the outside agency may no longer need to be involved. The class teacher and SENDCO are responsible for updating the provision tracker with any new interventions in partnership with the pupil, the parents, the SENDCO and any other adult involved with the child (e.g. Teaching Assistant/support staff). The class teacher is responsible for evidencing progress according to the outcomes set.

If we are unable to meet the needs of a child through our own provision arrangements we may engage additional support or specialist services. The school may request support from services identified through the Local Offer and other appropriate specialist services, in discussion with parents/carers and the pupil where appropriate. Such specialist services include, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Behavioural Intervention Team
- Autism and Early Years Intervention Team
- School Nurse

Such a referral will only be made following discussions with parents and pupils and with their consent. The SENDCO is responsible for making referrals in collaboration with the class teacher. If the school identifies that additional funding and support are needed from the LA High Needs Block Funding the relevant steps will be undertaken in conjunction with appropriate professionals and the local authority.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

Where the needs of a child are being met by outside specialists e.g. Speech and Language Therapy (SALT), they may be removed from the SEN Support Register if they are discharged by that service. The child will only be removed from the SEN Support Register when the school is satisfied that they are making good

progress towards meeting their expected outcomes and that the progress made is secure and consolidated.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

More information about the Local Offer of services and support for children and young people with special needs and disabilities can be found on the LBHF website (www.lbhf.gov.uk/localoffer). Our SEN Information Report/School Offer is on the school website.

Admission Arrangements

The Local Authority manages school admissions with the exception of the nursery. The admission arrangements for pupils with special educational needs are in principle the same as for all the other pupils but the school will make reasonable adjustments and put appropriate support in place to promote successful inclusion. The school welcomes parents and their children to visit to discuss specific educational needs and we make every effort to meet the individual requirements of a child with special educational needs. We are committed to ensuring a successful integration into the school for children with SEN.

Arrangements for ensuring a successful transition

When an application for a place at Old Oak is made, the school asks parents and carers if their child has any special educational needs so that the school can put systems in place to ensure successful integration into the school. Home visits are carried out by Nursery and Reception staff and parents are invited to meet the SENDCO to share any concerns prior to the child starting. The school welcomes the sharing of information from nurseries, schools or other educational settings and acts upon it.

If your child is joining our school in Year 1 and above we make sure they have a buddy to show them around. A member of staff will greet your child on their first morning and make sure they settle into the school. We will make every endeavour to ensure we have enough details about your child before they begin to ensure the induction process is smooth and that we can meet the needs of your child.

At the end of each academic year, children are given the opportunity to meet their new teacher and visit their new classrooms. In the summer term dedicated time is allocated for 'Professional Dialogue meetings' between the current teacher and next year's member of staff to facilitate a progress

discussion about each child. All aspects of provision and progress are clarified during this dialogue. Children who find change particularly difficult may work with an adult to support them through transition.

If your child is moving to another school or is in year 6 we will share relevant information, with appropriate lawful permissions and in line with safeguarding and data-protection requirements to ensure a smooth transition. We are part of the LA's Primary Secondary Transfer process where all relevant information on children with SEND is passed onto the secondary school. The SENDCO will meet with the SENDCO of the secondary school to ensure that all relevant information is passed on. If a pupil has an EHC plan, the school will follow the statutory annual review process and ensure that phase-transfer planning takes place within the required timescales, working with the pupil, parents/carers, local authority and receiving setting as appropriate. The secondary schools are also invited to send a representative to attend the Year 6 annual review so that transitions arrangements can be shared between all concerned including the child and the parents or carers.

The Head Teacher and SENDCO are available to discuss secondary transfer with parents of all children including those with special educational needs. The SENDCO may accompany parents and children when they visit a school to support them to ensure that the new school can meet the child's special educational needs. Where appropriate, children with SEND are given extra time in order to access exams and other assessments. They may have adult support such as a reader or scribe or have access to a computer for writing.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school's policy on managing the medical conditions of pupils is available on the school website. The school recognises that pupils with medical conditions should be properly supported in order for them to have full access to education; including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. We will take advice from specialist services e.g. school nurse, diabetes nurse, epilepsy nurse, occupational therapist depending on the needs of your child. All staff will be made aware of the medical needs of your child. A health care plan will be

written in collaboration with the principal first aider (senior administration officer), SENDCO, parent and school nurse to ensure that your child's needs are met. We follow the statutory guidance 'Supporting pupils with medical conditions at school' and maintain arrangements for individual healthcare plans and reasonable adjustments where required. We also take account of the DfE's July 2026 statutory guidance on allergy safety in schools.

SECTION 9: MONITORING AND EVALUATION OF SEND

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. The school ensures that special educational needs policy and practice are part of the schools' on-going self-review process. We examine the key principles in the SEND Code of Practice to ensure that they are being upheld. The school continually sets targets to ensure the progress of all children. We monitor whether children with special educational needs are successfully meeting those targets related to individual needs. Teachers and SLT (Senior Leadership Team) analyse pupil data termly and identify any pupils who are at risk of not meeting their targets. Pupil progress is tracked from entry into the school in all core subjects.

Whole school monitoring involves regular observation of teaching to ensure that teaching is inclusive and responsive to pupils' needs, alongside monitoring of pupil outcomes to ensure that the needs of children with SEND are being met and that they are accessing the curriculum fully.

We look for a significant improvement in pupils performance based on assessments before and after interventions and an increase in the number of children who, after intervention, no longer require support.

See Appendix 3 for the key principles in the SEN Code of Practice

SECTION 10: TRAINING AND RESOURCES

Funding for SEND is provided through the school's core/delegated funding and, where applicable, additional high-needs/top-up funding in accordance with local authority arrangements. The school uses available resources strategically to meet identified needs and the provision specified in EHC plans.

Deployment of Resources

At Old Oak children's various needs are assessed on a regular basis and staff are deployed to meet all children's special educational needs. We look carefully at their differing

needs: communication, learning, social emotional and mental health, sensory or physical needs and aim to ensure that allocation of resources is as effective as possible. We are careful to ensure that we maximise the support available for all SEN children and carefully manage the SEN budget to ensure this.

Special Educational Needs Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Much of the whole school training delivered is directed at ensuring high quality teaching which is a prerequisite for ensuring children with SEN make progress. We aim to ensure that we have a knowledgeable and sensitive staff who understand the processes of learning and the impact that SEND can have on these. The school provides INSET, which is relevant to all teachers and support assistants on a wide variety of curriculum and behaviour issues, which supports effective teaching and management of pupils with special educational needs. Many of the staff regularly attend courses to enable them to provide more effective management and support for pupils with special educational needs. Specialist service providers visit the school regularly to advise staff on how best to support children with SEND as well as setting and reviewing targets for children. There is an induction programme for new members of staff which includes meeting with the SENDCO and Senior Leadership Team to gain insight into school policy and procedures for children with special educational needs and to discuss training needs. The SENDCO regularly attends the Local Authority SENDCO network forums in order to keep up to date with local and national updates in SEND. The SENDCO has close links with other local schools and regularly share good practice.

SECTION 11: ROLES AND RESPONSIBILITIES

The SENDCO

The SENDCO is **Iona McCartney** (SENCO@oldoak.lbhf.sch.uk)

The SENDCO is a qualified teacher and the school will ensure that statutory SENCO qualification requirements are met. For SENCOs appointed from 1 September 2024, the mandatory qualification is the SENCO National Professional Qualification (NPQ), to be completed within three years of appointment unless an exemption applies.

The key responsibilities of the SENDCO include:

- overseeing the day day-to-day responsibility for the operation of SEND policy and coordination of provision for children with SEN, including those who have EHC plans
- providing professional guidance to colleagues
- liaising with parents of pupils with SEN
- liaising with the relevant professionals where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- working closely with staff, parents and carers, and other agencies (early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies)
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- is aware of the provision in the Local Offer and works with professionals providing a
- support role to the family to ensure that children with SEN receive appropriate support and high quality teaching
- liaising with next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- liaising with relevant designated teacher where a Looked After Pupil has SEN
- working with the Head Teacher and school Governors to ensure school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensures the records of all children with SEN are up-to-date
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ensures the views and wishes of the child and parents are taken into account Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

The SEN governor

The Governor with responsibility for Special Educational Needs is Amalia Devesa Couto.

The SEND Governor responsible for the special educational needs who monitors provision in the school by:

- ensuring that the school has a qualified teacher or headteacher designated as SENDCO, in accordance with statutory requirements
- raising awareness of SEN issues at governing body meetings
- gives up-to-date information on SEN provision within the school
- reviews the school's policy on provision for pupils with SEN
- visits the school once a term to remain well informed
- attends governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

The Governing body

The Governing body has responsibilities towards pupils with Special Educational Needs and Disability and actively support pupils and staff by:

- securing necessary provision within the budget
- ensuring all pupils with SEN have equal access to the activities of the school as far as possible
- having regard to the current SEND Code of Practice, Equality Act 2010 and the school's Accessibility Plan
- monitoring and reporting annually to parents on the school's policy for SEN

The Headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

TAs and LSAs (Learning Support Assistants) may be deployed to support pupils with SEN Support and/or EHC plans, according to identified need and the provision agreed. Alongside the class teacher, they support pupils to meet the outcomes and provision specified in their EHC plan and the targets agreed through the review process. They should record relevant information and report to the class teacher, outside specialists and the SENDCO on the progress the child is making towards meeting those outcomes.

Parent partnership

We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. We aim to work in partnership with parents/carers, valuing their views and contributions and endeavour to keep them fully involved in their child's education. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

- Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.
- We recognise parents/carers know their child best
- want to play an active and valued role in their children's education
- will want to make their views known about how their child is educated
- have the right to access of information, advice and support during assessment
- want to be involved in any related decision-making processes about Special Educational provision

The School

- listens to and values a parents' knowledge of their own child
- welcomes parents into the school environment and provides a setting they feel comfortable in
- includes parents/carers at appropriate stages of the SEND process, including sharing individual outcomes and support arrangements, discussing and reviewing their child's progress and encouraging written parental views for pupils with an EHC plan
- discusses relevant support plans and outside agency programmes with parents/carers and provides copies where appropriate
- provides, where possible, a translator or interpreter for a parent with English as a second language

SECTION 12: REVIEWING THE POLICY

We will review this SEND policy annually and sooner if there are significant changes to legislation, statutory guidance, local authority arrangements or school provision. The policy will also be updated as the national SEND reforms progress. Proposals that are not yet in force will not be treated as statutory requirements until they become law or statutory guidance.

SECTION 13: ACCESSIBILITY STATUTORY RESPONSIBILITIES

Old Oak is a two story building with a lift to aid children with impaired mobility. There are disabled toilet facilities within the nursery and two additional disabled toilets on the ground floor. There are both boys and girls toilets on the upper floors.

SECTION 14: DEALING WITH COMPLAINTS

The school aims to ensure that parents feel welcome to discuss issues relating to their child's education with the class teacher. Concerns about special educational needs provision should be addressed to the SENDCO, Head Teacher or the SEN Governor who will respond by meeting with the parents/carers to discuss and hopefully resolve the situation. Sometimes a Parent Partnership Service may be invited to attend to give support and impartial advice to parents/carers. If this does not resolve the situation then the complaint should pass to the Disagreement Resolution Service outlined in section 11 of the Code of Practice.

SECTION 15: PUPIL WELLBEING

Our Behaviour and Anti-Bullying policy is on the school's website.

At Old Oak every child has the right to feel safe. All children are encouraged to respect each other and recognise their responsibilities towards each other. We nurture the unique talents and personalities of all and hope to enable our children to become productive citizens of the future who conduct themselves with self-respect, dignity and empathy.

Pupils with SEND may face additional or specific safeguarding vulnerabilities. Staff will consider communication, developmental, sensory and contextual factors when identifying and responding to concerns and will make reasonable adjustments to ensure pupils can understand and participate in safeguarding processes. Safeguarding concerns are managed in accordance with the school's Safeguarding and Child Protection Policy and KCSIE 2026.

Children working as Helping Hands can support positive play and friendship skills, with appropriate adult oversight. Staff remain responsible for safeguarding and for responding to concerns.

Online safety is taught as part of the computing curriculum and wider safeguarding provision. Our Online Safety Policy is available to read on the school's website. The school works with appropriate health and specialist professionals, where required, to support pupils' communication, sensory, physical, social and emotional needs and wellbeing.

SECTION 16: RELATED POLICIES

This policy should be read in conjunction with:

Safeguarding and Child Protection Policy

Behaviour and Anti-Bullying Policy

Accessibility Plan

Equality Statement / Equality Policy
Supporting Pupils with Medical Conditions Policy
Allergy Safety Policy
Online Safety Policy
Attendance Policy
Complaints Policy
SEN Information Report / School Offer

This policy is reviewed annually. Date of this version: September 2026. Next review: September 2027.

APPENDICES

Appendix 1:

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

(SEND Code of Practice: 0 to 25 years, current statutory guidance)

Appendix 2

Identification of SEN support

Appendix 3

This appendix summarises the principles underpinning the SEND Code of Practice. The school will apply the current statutory guidance in force at the time of implementation.

Principles underpinning the Code of Practice

1.1 Section 19 of the Children and Families Act 2015 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled

children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- the participation of children, their parents and young people in decision making the early identification of children and young people's needs and early intervention to support them greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support high quality provision to meet the needs of children and young people with special educational needs (SEN)
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment
- (SEND Code of Practice: 0 to 25 years, current statutory guidance
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