

## ***Vision Statement***

At Oak Hill Academy, we want our children to fulfil their aspirations and achieve their full potential in both their learning and for their future.

Our aim is to nurture children to become responsible, considerate and resilient members of our society, who will be well-equipped for the increasing challenges of life in our 21st century world.

All members of our Oak Hill family are valued and respected as individuals and belong to our school community.

Our staff are heroes for our children, who care about the whole child and their mental health and wellbeing. They instil a sense of purpose, leadership, the ability to problem-solve and to make responsible decisions.

At Oak Hill, we provide a secure and stimulating environment, which promotes independence, self-esteem, health and wellbeing.

Fun and excitement and curiosity and creativity are at the heart of all we do!

We nurture the whole child, providing opportunities for each individual to discover and develop their unique talents, strengths and abilities.

Our children leave Oak Hill with the confidence to embrace new challenges and have a sense of accomplishment and pride in their achievements.

## ***INSPIRE, IGNITE AND CHALLENGE!***



### **Oak Hill Academy West London - SEND Information Report 2024-2025**

Written by Mrs Megan Cronin - Assistant Principal for Inclusion and SENDCO

Written: September 2025

Review: September 2026

## **Our School Context**

Oak Hill Academy West London (Oak Hill) is a 4-form entry junior school, which shares a site with Feltham Hill Infant School. Oak Hill converted to academy status in April 2014; it has no specialised units or specialist teachers of Special Educational Needs and Disabilities (SEND), however we strive to be as inclusive as possible- our highly skilled and nurturing teaching and teaching support staff enable all pupils to reach their full potential through targeted support and bespoke teaching and learning opportunities. Our current SEND pupils have a broad range of difficulties and our aim is to provide the best possible education for all of our children. All children, for whom Oak Hill is the nearest school, are warmly welcomed to apply for a place at the school.

We make provision for children with SEND within each of the four categories identified in the 2014 SEND Code of Practice. SEND refers to Special Educational Needs and Disabilities.

## **What kinds of Special Educational Needs are provided for at Oak Hill Academy West London?**

### **Communication and Interaction**

The Communication and Interaction area of Special Educational Needs and Disabilities (SEND) refers to challenges some children face in understanding and using language, as well as in interacting socially with others. This area of SEND covers a range of difficulties that affect how a child communicates, understands language, and engages in social interactions.

#### **Speech and Language Development:**

The school a wide range of resources specifically designed to support children's speech and language skills. This includes helping children who may struggle with understanding language, fluency, or forming sounds, words, or sentences.

#### **Social Communication Support:**

For children with social communication difficulties, who may have challenges with communication, social interaction, or imagination, the school provides specialized support. These difficulties can make it harder for some children to make sense of the world around them.

#### **Individualised Strategies:**

Oak Hill implements a variety of strategies tailored to each child's needs, ensuring that they receive the right support to succeed within their classrooms.

This approach is designed to ensure that all children, regardless of their communication and interaction challenges, are supported to reach their full potential in a nurturing and understanding environment.

At Oak Hill, the school is dedicated to supporting pupils with cognition and learning difficulties through a variety of targeted strategies and interventions. Here's an overview of the approach:

### **Cognition and Learning**

Cognition and learning area of Special Educational Needs and Disabilities (SEND) refers to the challenges some children face in understanding, learning, and remembering information. This area of SEND covers a range of difficulties that affect how a child processes information, learns new skills, and applies knowledge.

### **Quality First Teaching:**

The foundation of support begins with Quality First Teaching, which involves high-quality, inclusive teaching that is carefully planned to meet the diverse needs of all learners.

### **Effective Differentiation:**

**For Specific Learning Difficulties:** Children with specific learning difficulties, such as Dyslexia or Dyspraxia, benefit from effective differentiation. This includes tailoring the curriculum to meet their individual needs.

**For Moderate and Multiple Learning Difficulties:** Support is also provided for children with moderate learning difficulties and those with multiple learning difficulties, ensuring they receive the appropriate level of challenge and support.

### **Differentiation Strategies:**

**Breaking Down Work:** Tasks are broken into more manageable and achievable chunks, making learning more accessible.

**Resources and Visual Support:** Additional resources and visual aids are provided to help children understand and retain information.

**Technology:** The use of technology is integrated to support learning, offering tools that can assist children in overcoming barriers.

**Adult Support:** Additional adult support is available to guide and assist children in their learning, offering personalized help when needed.

### **Interventions:**

The school runs a number of interventions that complement class teaching. These interventions are designed to target specific areas of difficulty, providing focused support to help children make progress.

This approach ensures that children with cognition and learning difficulties receive the necessary support to achieve their full potential within a nurturing and inclusive educational environment.

## **Social, Emotional, and Mental Health (SEMH)**

The school utilizes a variety of strategies and resources to help children understand and regulate their emotions, which is crucial for their overall well-being and academic success. Here's a summary of the support provided:

**Zones of Regulation:** A whole-school approach to help children understand and regulate their emotions throughout the day.

**Individual or Group Sessions:** Offered by Mrs. Cooper, the Home School Link Worker (HSLW), focusing on specific needs.

**Nurture Sessions:** Designed to create a supportive environment for children to develop social and emotional skills.

**Emotional Literacy Support:**

ELSA sessions with Mrs. King, focusing on developing emotional literacy.  
Additional emotional literacy support from Miss Kenna.

**Mental Health Support:** Led by Mrs. Cronin, the school's Mental Health Lead, ensuring that mental health is a priority across the school.

**Outreach and Specialist Support:**

- Sessions with behavioural specialists.
- Social skills groups.
- Art and Lego therapy, which are creative methods to help children express themselves and build social skills.

**External Support:** When necessary, the school contacts outside agencies such as CAMHS (Child and Adolescent Mental Health Service), Woodbridge Park Education Service, and a privately sourced Behaviour Specialist to provide additional support.

This multi-faceted approach allows Oak Hill to cater to the diverse needs of its pupils, ensuring they receive the right support to thrive emotionally, socially, and academically.

The Home School Link Worker and SENCO also support parents, families and pupils on a wide range of issues.

**Sensory and/or Physical:** We liaise closely with outside agencies to enable us to best support children who have Sensory or Physical difficulties. We source additional resources and training from experts. If necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities available to all. We encourage parents and carers to be involved in all decisions and value their expertise and unique knowledge of their child's needs.

**Who is the school's Special Educational Needs Coordinator (SENCO) and how can I contact them?**

The school's SENCO is Mrs Megan Cronin, who is also the school's Assistant Principal for Inclusion and Designated Safeguarding Lead (DSL). They can be contacted through the school office:

- Telephone: 0208 890 4560
- Email: [senco@oakhill-aspirations.org](mailto:senco@oakhill-aspirations.org)

Mrs. Cronin plays a crucial role at Oak Hill in overseeing the school's approach to Special Educational Needs and Disabilities (SEND). As the SEN Coordinator (SENCO), she is responsible for ensuring the effective operation of the SEND policy and coordinating the provision made to support individual pupils with SEND.

### **Key Responsibilities of Mrs. Cronin**

#### **Overseeing SEND Policy:**

Mrs. Cronin ensures that the school's SEND policy is implemented effectively, making sure that all pupils with SEND receive the support they need to succeed.

#### **Coordinating Provision:**

Mrs. Cronin collaborates with external agencies to secure expert guidance and resources. These agencies may include educational psychologists, speech and language therapists, occupational therapists, and other specialists who can offer tailored advice and strategies to support the children with SEND.

Mrs. Cronin has achieved the National Award for SEN Coordination (NASENCO), which is a qualification that enhances her expertise in managing and delivering high-quality SEND provision.

### **How does Oak Hill Academy West London know if children need extra help and what should I do if I think my child may have special educational needs?**

Oak Hill has rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. The Associate Principal, SENCO, Senior Leadership Team (SLT), Team Leaders (TLs) and teaching staff, hold termly progress meetings where we talk about each child. We use data and other forms of assessment to identify additional needs and celebrate achievement. All of our staff are vigilant at supporting and raising any concerns.

We monitor children's personal, social and emotional development. Where behaviour is causing a concern, the underlying cause is always considered. If staff have concerns, they will share these with parents and discuss any necessary additional support.

Many children come to us with special educational needs which have already been identified during their time in EYFS and/or Key Stage 1. In the summer term of the academic year preceding the children's entry to our school, the SENCO requests transfer information from each of our feeder schools, including details of all special educational needs. They also meet with the SENCO and SLT members from our main feeder school, Feltham Hill Infants School and are in regular contact.

The Special Needs Coordinator (SENCO, Mrs Cronin), the school's Home School Link Worker (HSLW, Mrs Cooper) and/or members of the year 3 teaching team also visit the feeder schools in order to get a clearer picture of the nature and level of the children's needs. Where incoming pupils are known to have significant needs, their parent(s)/carer(s) are also invited to meet with us during the summer term prior to entry. We recognise that parents have a unique knowledge of their children and it is our aim that they are fully involved in the school-based response for their child.

Where children have an Education, Health and Care Plan (EHCP), we always welcome the opportunity to attend their year 2 annual reviews.

On entry to Year 3, all children are assessed in a variety of areas including, phonological awareness, reading (decoding and comprehension), writing and maths. Where there are indicators of difficulty, some children undergo further assessment, for example, in phonics and/or language.

Throughout their first term at Oak Hill teachers work to form an accurate picture of each child's needs, which may or may not include SEND. This is done with reference to:

- Information provided by pupils' previous educational settings, including SEND Support arrangements (where SEND difficulties have already been identified);
- Data from the school's Year 3 screening programme (outlined above);
- Information provided by parents;
- Ongoing observation of each child.

Children who join the school other than at the beginning of year 3, or those who begin to give cause for concern during their time with us, are closely monitored by their class teachers and discussed with the SENCO.

If you think your child may have special educational needs, we would invite you, in the first instance, to make an appointment to see your child's class teacher to discuss your concerns. If your child has not yet joined our school, please do not hesitate to make an appointment with either the SENCO (Mrs Cronin) or the school's HSLW (Mrs Cooper). Appointments with any member of our school staff can be made via the school office.

### **How does the school evaluate the effectiveness of its provision for SEND pupils?**

The school has very robust tracking and monitoring systems in place and staff at all levels are constantly reviewing, and seeking to improve, provision for all pupils, including those with SEND. Team Leaders regularly report to the senior leadership team (Principal, Vice Principal and Assistant Principal/SENCO) on the progress of each individual pupil. Class teachers, in collaboration with parent(s)/carer(s) and pupils, write and review SEND support arrangements, assessing progress against desired outcomes. The completed review paperwork is monitored by the SENCO.

***The School's designated SEND Governor is Mrs Mandy Lancy***

She has specific oversight of the school's arrangements for SEN and is briefed (usually termly) on pupil progress data and visits our school regularly during the school day. This enables her to see the school in action and to meet with the SENCO, SLT and staff, as well as individual, and groups of, pupils.

The effectiveness of interventions is assessed termly, both by the year teams and SENCO. In assessing the effectiveness of each intervention, consideration is given to (a) its impact on pupil progress, and (b) whether the outcomes of the intervention justify the time and money used to provide it.

Where additional provision is seen to have little or no impact on progress, and/or where the intervention is assessed as being poor value for money, the intervention is either stopped, modified or replaced with more effective provision.

### **What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?**

Oak Hill has developed comprehensive tracking systems which closely monitor each child's progress throughout their time with us. Year teams, supported by the senior leadership team, make regular assessments of progress for all pupils, which enable them to accurately identify pupils making less than expected progress given their age and individual circumstances. As outlined in the Code of Practice (2015, paragraph 6.17), less than expected progress can be categorised by 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.

As part of the school's data analysis, SEND children are tracked as a separate pupil group and their progress and attainment compared with their non-SEND peers.

SEND children's Support Arrangements are reviewed termly by the child's class teacher, the child and his/her parents/carers. The review focuses on the child's progress towards meeting the outcomes clearly set out in their individual SEND support arrangement document. Outcomes may not always be focused on a child's attainment but, for example, on his/her social or emotional development.

### **What is the school's approach to teaching pupils with special educational needs?**

As a school we are committed to ensuring the best possible provision for all of our children. The ethos of our school is that all children have needs, of which SEND may or may not play a part. Our expectation in terms of outcomes for pupils with SEND is exactly the same as it is for their peers. We always aim for all of our children to meet or exceed the national expectations for their age group. Some children, however, may have difficulties which make it impossible for them to do so (e.g. cognitive impairment); where this is the case, our aim will be for those pupils to make the best possible progress in relation to their starting points. Staff are

increasingly skilled at identifying the possible barriers to learning which children may have and responding with appropriate support. The nature of that support varies widely according to each child's individual needs.

We fully recognise that the onus is on class teachers to do everything they can to remove or minimise (as far as possible) children's barriers to learning. This may involve differentiating tasks, providing and allowing alternate means of recording, changing where a child sits, pre-warning autistic spectrum disorder (ASD) children of changes, pre-teaching vocabulary etc.

We are particularly passionate about ensuring equal access to high quality teaching for all pupils. Our belief is that SEND pupils have just as much right to work with a teacher as their peers have. This means that our teaching assistants and learning support assistants work with all pupil groups and not just with SEND children.

### **How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

Our school is committed to making reasonable adjustments to ensure that a wide range of special educational needs can be met. Our year teams meet regularly during the school working week and are each provided with one full day out of class every other week, at which planning for the coming weeks are discussed and modified according to the needs of the children within the year group; at these meetings clear expectations for learning are set. It is expected that every child is provided with an appropriate level of support and challenge.

Where pupils have been assessed by outside agencies, such as Speech and Language Therapy, Occupational Therapy, Behaviour Specialists etc, teachers take care to ensure that the recommendations made by these practitioners are implemented, as far as possible.

### **What additional support for learning is available to pupils with special educational needs?**

Where pupils are identified as having SEND, the school provides for these additional needs in a variety of ways. There are four broad strands of action:

1. Curriculum and teaching methods
2. Grouping for teaching purposes
3. Assessment, planning and review
4. Additional human resources

There is sometimes the expectation that additional help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate support. A more appropriate approach might be to provide different learning materials or special equipment, to introduce some group or individual support, to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness or to undertake staff development and training to introduce more effective strategies.

Decisions regarding the most appropriate provision for a child with SEND are made as part of, or following on from, the discussion which takes place between the class teacher, parent(s)/carer(s) and the child, during the writing and review of the child's SEND support document. As previously stated, the school always takes care to consider the recommendations of outside agency professionals. It is important to remember, however, that a school's human and financial resources are finite and, other than for pupils with an EHCP, the allocation of additional resources is made with due regard to the needs of the whole school population.

Each year, depending on the school's budget, as many year groups as possible benefit from our model of 'focus teaching' in English and/or maths. Children in focus groups are taught the same English and/or maths lessons as their peers, but in a small group usually with a 1:8 teacher: pupil ratio. Places within focus groups are allocated to those pupils with the most significant academic need, many of whom have SEND.

### **What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?**

As an inclusive school, it is our intention and hope that all of our pupils with special educational needs have full access to the academic and wider curriculum of the school. This includes before- and after-school clubs, breakfast and after school club, participation in trips, participation in sports competitions etc. Where there may be concern regarding, for example, a child's medical limitations, school will liaise closely with parents to try to find a way to enable full participation, if at all possible.

Mrs Jane Cooper, our HSLW, also provides a great deal of additional SEND support.

### **What support is available for improving the emotional and social development of pupils with special educational needs?**

As a school we fully recognise that a child's emotional and social needs are as important as their academic ones. The school has very high expectations of behaviour and bullying or other intolerant behaviour is regarded as completely unacceptable. All children participate in PSHCE (Personal, Social, Health and Citizenship Education) lessons, which aim to develop them socially and emotionally.

Our office medical team manages the administration of medicines and provision of personal care. Some children, for example, have a medical plan which the office medical team have compiled in conjunction with the child's parent(s)/carer(s).

Attendance is robustly monitored, and non-attendance is rigorously pursued. The school has a vibrant school Parliament.

The children and staff at Oak Hill benefit enormously from the expertise of Mrs Cronin, the school's SENCO and Mrs Cooper, the school's HSLW. They are highly skilled in helping to identify, and provide for, children with emotional, social and mental health difficulties, as well as pupils on the autism spectrum. In addition, they have close links with child health services,

Social Care, Housing, Food Banks and a number of voluntary organisations. Both provide significant support to parents.

**What specialist service and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?**

At Oak Hill, continued professional development is actively encouraged and planned for. Staff new to the school complete an induction programme (monitored by the School Business Manager) which includes a session with the SENCO. Training in SEND regularly forms a part of staff meetings, whole-school INSETs, in partnership with schools within the Aspirations Academy Trust and training delivered by the Aspirations Trust. Regular meetings are held with staff regarding SEND, these are in addition to termly SENCO drop in clinics. A small SEND library is maintained in the SENCO's office in order to support staff. The SENCO regularly attends the Aspirations Trust and local authority SENCO network meetings, together with SENCO meetings with local schools, in order to keep up to date with local and national agendas.

When a child experiences significant difficulties at school, with parental permission, they can be referred for assessment/advice to Hounslow's school support services (e.g. Educational Psychology, Learning and Language Support, Behaviour Support, Race Equality and Minority Support, Physical and Sensory Support), to Social Care and/or to Health (e.g. Occupational Therapy, CAMHS) or to our privately sourced Speech and Language Therapist and Behaviour Specialist. Referrals are usually made by the SENCO or HSLW, once parental consent has been obtained. It should be noted, however, that each of these agencies operates its own threshold criteria and the school has no control over whether or not the agency will accept and act upon referrals.

**How will equipment and facilities to support children with special educational needs be secured?**

The school buildings are on two levels, the latter is accessible via a lift found outside the Associate Principal's office. An outside ramp at the Oak Hill Reception enables disabled access to and from the school. Another outside ramp provides access from one classroom on the ground floor directly onto the car park, as well as disabled access directly onto the playground via the Oak door into the main corridor of the school. There is a large disabled toilet at the end of the Year 3 corridor, another at the end of the year 4 corridor opposite the lift and one in the school dining hall. Regardless of whether or not they use the designated parking bay, parents of children who have physical difficulties are always allowed to drive onto site to drop off/pick up their children.

Where outside agencies (e.g. Occupational Therapy) recommend the provision of physical equipment to support a child with SEND (e.g. a sloping board, special writing equipment, a balance cushion), this will be provided by the school from its own budget, as long as the cost is not prohibitive. On the rare occasions that high cost items are recommended, the SENCO and/or HSLW will liaise with the recommending agency as to the availability of appropriate funding.

## **What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?**

Our school has an open-door policy and continually seeks to engage parents in the education of their children. Parents have a unique knowledge of their children and it is our aim that they are fully involved in any school-based response for their child.

Parents of children with SEND are invited to be very actively involved with the construction and review of their child's SEND Support Arrangements. Formal parents' evenings take place in the Autumn and Spring terms, during which parents and children (together) meet with the child's class teacher to review progress and discuss areas for development, as well as ways in which both home and school can help to support the child's learning. Parents are invited to final showcases, where they can come into their child's classrooms, see their child's work and talk to the class teacher.

At the beginning of each academic year, parents are invited to attend a Curriculum evening at which the expectations and curriculum for the year are outlined. Curriculum plans for each term are also available on the school's website and via weekly emails, this is so that parents know what their children are studying. We also hold regular parent/carer workshops and work with your child mornings, where parents (and grandparents) can come along and learn alongside their child. Recent topics covered, for example, were the methods we use in maths and how to support children's reading and writing.

In addition, Parent Forum coffee mornings are run and attended by staff, SLT and visitors from outside services such as CAMHS and the local community. The aims of the coffee mornings are to build a partnership with parents and the school and to work together to improve the education provided for our children. It is also a valuable way and opportunity for parents to learn what type of education and support is delivered at Oak Hill, share their ideas, views, concerns and make suggestions for improvement.

## **What are the arrangements for consulting with pupils with special educational needs about, and involving them in, their education?**

At Oak Hill we embrace the fact that children have a unique knowledge of themselves. As a first step, children with SEND work with their class teacher to a section of their Individual Education Plan, which seeks to capture their views as to their strengths, difficulties, aspirations and how we can best help them.

## **What are the arrangements relating to the treatment of complaints for parents of pupils with special educational needs concerning the provision made at the school?**

Parents who have complaints with regard to SEND provision are encouraged to discuss their concerns with their child's class teacher in the first instance. If the issue is not resolved to their satisfaction, they should then make an appointment to see the school SENCO. Should parents feel that their concerns have not been adequately dealt with by the class teacher and SENCO, they should then contact the school's Principal Miss Taylor. The school's Complaints

Policy can be found on the school website; paper copies can be requested via the school office.

### **How does Oak Hill involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

The school has access to a variety of Education, Health and Social Care agencies, to which children with special educational needs can be referred, once parental permission has been obtained.

If requested to do so, Mrs Cronin, our SENCO and Mrs Jane Cooper, our HSLW, can also carry out an Early Help Assessment (EHA). A full description of the EHA can be found at [https://www.hounslow.gov.uk/homepage/191/hounslows\\_approach\\_to\\_early\\_help](https://www.hounslow.gov.uk/homepage/191/hounslows_approach_to_early_help)

The EHA is used when children and families may need support from a wide range of local agencies.

### **What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education?**

In the summer term, the SENCO and HSLW meet with their counterparts at our feeder Infant schools. We also hold interviews with incoming Year 3 parents to discuss their child's likes, dislikes, passions and interests to ensure that the new Year 3 teaching team knows as much as possible about the children before they join us in September. We hold a 'Move Up Day' in the summer term which gives children the opportunity to meet their new teachers, their new classmates and spend the day in their new classroom.

If feeder schools and/or parents feel that they have one or more pupils who would benefit from making additional visits to Oak Hill prior to entry, we are more than happy to accommodate their request. Where children have an EHCP, we always welcome the opportunity to attend their year 2 annual reviews.

Throughout the summer term, the SENCO, HSLW, Year 6 Team Leader (Transition Lead) and other members of the Year 6 team meet with counterparts from our local secondary schools to discuss the children from the Year 6 cohort in detail. At this point, parents have the opportunity to discuss any extra transition arrangements that they think may be necessary.

When considered necessary to ensure a successful transition, the SENCO will also arrange for SEND and/or other vulnerable pupils to make additional visits to their new secondary school.

### **Where can I find the local authority's local offer?**

The London Borough of Hounslow's local offer can be found on its designated website: [https://www.hounslow.gov.uk/info/20230/send\\_local\\_offer](https://www.hounslow.gov.uk/info/20230/send_local_offer) This site holds a great deal of information relating to education, health and care services on offer within the local authority

area. The links on the page offer access to many documents that outline the county's processes and systems all relating to SEND.