Special Educational Needs and Disabilities Information Report 2026-2027

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 2026-2027

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

Written: September 2026
Review: September 2027

Our School Context

Oak Hill Academy West London (Oak Hill) is a four-form entry junior school, which shares a site with Feltham Hill Infant School. Oak Hill converted to academy status in April 2014. The school does not have a specialist SEND unit; however, we are committed to developing highly inclusive mainstream provision in which pupils with SEND are supported to participate, belong, achieve and thrive.

We believe that high expectations and inclusion go hand in hand. Our highly skilled and nurturing teaching and support staff work to identify and remove barriers to learning, participation and wellbeing through high-quality inclusive teaching, adaptive teaching, reasonable adjustments, targeted intervention and personalised support where required.

Our pupils with SEND have a broad range of strengths and needs. We are ambitious for every child and seek to ensure that pupils with SEND are supported and appropriately challenged to make strong progress from their individual starting points, participate fully in school life and develop the knowledge, skills, confidence and independence they need for their future.

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, Language and Communication Development

The school uses a range of resources, assessments and evidence-informed approaches to support children's speech, language and communication development. This includes support for pupils who may experience difficulties understanding or using language, developing vocabulary, processing verbal information, communicating their needs, speaking fluently or forming sounds, words and sentences.

We recognise the importance of identifying communication needs as early as possible. Where concerns arise, staff work with parents and carers and may seek advice from relevant professionals, including Speech and Language Therapy, where appropriate and available.

Cognition and Learning

High Quality Inclusive and Adaptive Teaching

High-quality teaching is the foundation of our provision for all pupils, including those with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers use adaptive teaching to respond to pupils' strengths, needs and barriers while maintaining ambitious expectations. Adaptations are designed to support access, participation, independence and progress rather than unnecessarily narrowing the curriculum.

Depending on individual need, approaches may include:

- Breaking learning into smaller, manageable steps
- Explicit instruction and modelling
- Scaffolding which is gradually reduced as independence develops
- Pre-teaching and revisiting key vocabulary and concepts
- Visual supports, worked examples and concrete resources
- Adjustments to the pace, quantity or presentation of learning
- Alternative or assistive methods of recording
- Purposeful use of technology
- Opportunities for overlearning and retrieval
- Adapted questioning and checks for understanding
- Support with attention, organisation, memory and executive functioning
- Carefully planned adult support, which promotes independence rather than dependence.

Where pupils have specific or moderate learning difficulties, teaching is adapted according to identified need, assessment information and where relevant, recommendations from outside agencies, which can include speech and language therapy, occupational therapy, play therapy and educational phycologists.

Interventions:

The school provides a range of targeted interventions that complement, rather than replace, high-quality inclusive classroom teaching. Interventions are planned in response to identified pupil needs and are designed to address specific barriers to learning and development.

Where appropriate, interventions may be delivered individually or in small groups and may focus on areas such as phonics, reading, writing, mathematics, language and communication, memory, attention or other identified areas of need.

The impact of interventions is monitored and reviewed regularly. Staff consider whether pupils are making progress towards identified outcomes and whether provision should be continued, adapted or discontinued. Information from assessment, teacher observation, pupil voice and parent or carer feedback may contribute to this review.

Our aim is to ensure that targeted intervention supports pupils to make progress, develop confidence and independence, and apply their learning within the classroom and wider school environment.

Social, Emotional, and Mental Health (SEMH)

Oak Hill recognises that pupils' emotional wellbeing, sense of belonging, relationships, attendance, engagement and readiness to learn are closely connected. We aim to create an inclusive school culture in which pupils feel known, valued, safe and connected to their school community.

Where a pupil presents with distressed, withdrawn or dysregulated behaviour, staff consider what the behaviour may communicate and whether there may be underlying needs or barriers. These may include SEND, communication difficulties, anxiety, sensory needs, trauma, unmet learning needs, difficulties with relationships or wider family circumstances. This does not remove the need for clear and consistent expectations; rather, it helps the school to plan appropriate support alongside those expectations.

Support is tailored to each pupil's individual needs and may include universal approaches, targeted interventions, reasonable adjustments, individualised planning and involvement from external professionals where appropriate.

Zones of Regulation: A whole-school approach to help children understand and regulate their emotions throughout the day.
Nurture Sessions: Designed to create a supportive environment for children to develop social and emotional skills.
Emotional Literacy Support: Emotional Literacy and Targeted SEMH Support: Where appropriate and according to identified need and available provision, pupils may access targeted emotional literacy, nurture, mentoring or other social and emotional support delivered by appropriately trained staff.
Mental Health Support: Led by Miss Moorshead, Oak Hill'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

Mrs Cronin oversees the school's approach to Special Educational Needs and Disabilities (SEND). As the school's Special Educational Needs Coordinator (SENCO), she is responsible for overseeing the implementation of the SEND Policy and coordinating provision to support pupils with SEND.

Key Responsibilities of the SENCO

Overseeing SEND Policy and Practice:
Mrs Cronin oversees the effective implementation of the school's SEND Policy and supports staff to ensure that pupils with SEND receive appropriate provision to support their progress, participation and wellbeing.

Coordinating SEND Provision:
Mrs Cronin coordinates SEND provision across the school and works closely with teaching staff, parents and carers, pupils and external professionals. Where appropriate, this may include liaison with Educational Psychologists, Speech and Language Therapists, Occupational Therapists, health professionals and other specialist services to seek advice and support for pupils with identified needs.

Professional Qualification and Development:
Mrs Cronin holds the National Award for SEN Coordination (NASENCO) and undertakes ongoing professional development to maintain up-to-date knowledge of SEND legislation, guidance and inclusive practice.

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 robust monitoring systems in place to track the progress and development of pupils across the curriculum. The Associate Principal, SENCO, Senior Leadership Team (SLT), Team Leaders (TLs) and teaching staff hold half-termly progress meetings to review individual pupils. A range of assessment information is used to identify strengths, celebrate achievement and identify pupils who may require additional support.

Early identification and timely support are central to our approach. We do not rely on attainment data alone when considering whether a pupil may have additional needs. Staff consider a range of information, including progress over time, attendance, engagement, communication, emotional wellbeing, behaviour, sensory presentation, independence, executive functioning, pupil voice, parent and carer concerns, teacher observation and information from previous settings or external professionals.

We monitor pupils' personal, social and emotional development alongside their academic progress. Where a pupil's behaviour, engagement or emotional wellbeing causes concern, staff seek to understand any underlying needs or barriers. These may include communication difficulties, anxiety, sensory needs, unmet learning needs, difficulties with relationships or other factors affecting the pupil's participation and wellbeing. Concerns are discussed with parents and carers, and appropriate support is considered.

Where a concern is identified, the school seeks to understand the pupil's strengths, needs and barriers and to put appropriate support in place as early as possible. Support is reviewed and adapted in response to evidence of what is and is not helping the pupil.

A formal diagnosis is not always required for the school to identify barriers, make reasonable adjustments or put appropriate support in place. Equally, a diagnosis does not automatically mean that a pupil has SEND; decisions are based on the individual child's needs and the provision required to support their access, participation and progress.

Many pupils join Oak Hill with special educational needs that have already been identified during the Early Years Foundation Stage (EYFS) and/or Key Stage 1. During the summer term before pupils enter Year 3, the SENCO requests transition information from feeder schools, including details of identified SEND, existing support arrangements, successful strategies and involvement from external professionals.

The SENCO works closely with the SENCO and relevant staff at our main feeder school, Feltham Hill Infant School, and liaises with other feeder schools as appropriate. The SENCO, Home School Link Worker (HSLW) and/or members of the Year 3 teaching team may also visit feeder settings to develop a fuller understanding of pupils' strengths, needs and existing provision.

Where incoming pupils are known to have significant or complex needs, parents and carers may be invited to meet with relevant school staff during the summer term before entry. We recognise that parents and carers have unique knowledge of their child and aim to work in partnership with families when planning appropriate support and transition arrangements.

Where pupils have an Education, Health and Care Plan (EHCP), Oak Hill welcomes opportunities to contribute to transition planning and where appropriate, attend Year 2 Annual Reviews.

On entry to Year 3, pupils are assessed in a range of areas, including phonological awareness, reading, writing and mathematics. Where assessment, observation or other information indicates a possible area of difficulty, further assessment may be undertaken to develop a clearer understanding of the pupil's strengths and needs. This may include, for example, further assessment of phonics, language, literacy or other identified areas.

Throughout their first term at Oak Hill, teachers work to develop an accurate and holistic picture of each pupil's strengths and needs, which may or may not include SEND. This is informed by:

information provided by previous educational settings, including existing SEND support arrangements;

- information from transition meetings and professional reports
- assessment and screening information
- information provided by parents and carers
- pupil voice
- ongoing teacher observation and assessment
- advice from external professionals, where relevant

Pupils who join Oak Hill at other points during the school year, or who begin to experience difficulties during their time with us, are monitored carefully by teaching staff. Concerns may be discussed with the SENCO and, where appropriate, with parents and carers so that next steps can be considered.

If you think your child may have special educational needs, we encourage you to speak to your child's class teacher in the first instance. The class teacher can discuss your concerns, share information about how your child is presenting in school and consider whether any further assessment, monitoring or support may be appropriate.

If your child has not yet joined Oak Hill, or where further discussion is required, parents and carers may contact the SENCO, Mrs Cronin, through 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.

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

Oak Hill uses comprehensive assessment, tracking and provision management systems to monitor pupils' progress and support the identification, planning and review of provision for pupils with SEND. These systems enable the school to maintain a clear overview of individual pupil needs, agreed outcomes, support strategies, interventions and the provision in place.

Year teams, supported by the Senior Leadership Team (SLT) and SENCO, regularly review pupils' progress and development. A range of information is considered, including assessment data, progress over time, teacher observation, engagement, attendance, pupil voice, parent and carer feedback and, where relevant, advice from external professionals.

These processes support the early identification of pupils who may be making less than expected progress given their age, starting points and individual circumstances. As outlined in the SEND Code of Practice (2015, paragraph 6.17), less than expected progress may include progress which:

is significantly slower than that of peers starting from the same baseline;

fails to match or better the pupil's previous rate of progress;
fails to close the attainment gap between the pupil and their peers; or
widens the attainment gap.

As part of the school's wider monitoring and evaluation processes, pupils with SEND are considered as a distinct pupil group. This enables leaders to review patterns in progress, attainment and wider outcomes and to identify where further action or support may be required.

Individual support and provision are reviewed and updated in response to pupil progress, changing needs and evidence of impact. This supports a graduated approach in which provision is planned, implemented, monitored and adapted over time.
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/send-local-offer-social-care/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, Year Group Team Leaders and Oak Hill Acadmy's Family Liasion Officer 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, family liason officer, 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: This site https://www.hounslow.gov.uk/send-local-offer 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.