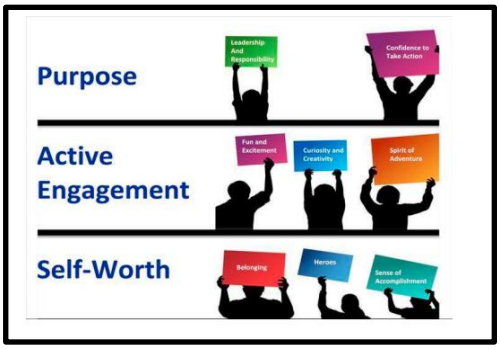
ASPIRATIONS

Oriel Academy West London
an Aspirations Academy

# SPECIAL EDUCATIONAL NEEDS and DISABILITY

# And

# INCLUSION INFORMATION REPORT




**Vice Principal:** Mr Michael Hogan (Vice Principal for Inclusion/SENCO)

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The information in this report is accurate now but we regularly review and make necessary changes to the provision we offer.

We aim to keep this information as up to date as possible.

Oriel Academy West London Oriel Academy West London is a 2-form Primary School. Reception year is 1 form entry for the Academic year 2025/2026.

We are part of the Aspirations Academy Trust.

**Our Aims**

It is our aim that every single one of our children leaves us with increased confidence, resilience and skills to tackle the next stage of their education effectively. This is achieved by providing a curriculum that is balanced and broadly based; it promotes the spiritual, moral, cultural, mental and physical development of all pupils and prepares them for the opportunities, responsibilities and experiences of later life in modern Britain. At Oriel Academy, we want our children to fulfil their aspirations and achieve their full potential in learning and life skills in order to become responsible and confident members of our society.

Underpinning the ethos of the school is our belief that all children have needs, of which SEND may or may not be a part. At Oriel Academy we see our role as facilitators of learning and recognise that it is our job as educators to try to do whatever it takes to ensure that all children have full access to a broad and balanced curriculum, have their needs identified as early as possible, receive focused provision matched to those needs, and thereby leave us with the best possible outcomes. In this regard, children with SEND are no different to their peers.

Our aim is to raise the aspirations of, and expectations for, all of our pupils and to enable them to reach their potential. We recognise that all teachers are teachers of pupils with SEND and that all members of the teaching team therefore share responsibility for all pupils' progress, attainment and well-being.

At Oriel Academy we will consider all possible options of intervention before a referral is made for a statutory assessment. We will make referrals for statutory assessments in consultation with Parents or Carers and will keep parents regularly updated on the progress of their child at school. Oriel Academy ensure that the continual professional development of all staff, to make certain that the school can meet the needs of pupils within the classroom and school environment. We support pupils' transition from their Early Years settings and then to the next phase of their education.

## Section 1:

## How does Oriel Academy know if children need extra help and what should I do if I think my child may have Special Educational Needs?

We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. The Senior Leadership team and SENCO 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 in addition to First Quality First Teaching received by all children. If parents/carers have any concerns, they are firstly encouraged to speak to the class teacher. This information will be passed onto the SENCO and the SENCO will be involved in the assessment of the child's needs and will oversee provision of support.

The SENCO uses a range of screening methods to identify potential concerns such as Speech and Language needs as well as learning needs. From here, the SENCo can make referrals to various agencies for additional advice and support.

If you are applying for a school place or considering which school to send your child to it is paramount that you discuss your concerns with our SENCO fully at the time of application. If we do not have all the information about your child, we cannot guarantee that we can meet their needs and this may cause a delay in ensuring they are placed in the right setting. If your child has medical needs, then please speak to our SENCO.
Observations and information gathering also form part of this assessment. Following these discussions and assessments, decisions are made as to the most appropriate steps to take in order to support the learner in line with the school's graduated approach to meeting needs. Targets arising are added to a Pupil Passport Plan, following the schools ASSESS-PLAN-DO-REVIEW cycle, ensuring that the needs of every child are met. If it is decided that a child needs provision for a sustained period which is additional to or different from that made for others of the same age, they are added to the SEN register under the category of SEN Support.

## Section 2:

### What kind of Special Education Needs provision is there at Oriel Academy?

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Education Needs Code of Practice (Published: 11 June 2014, last updated: 30 April 2020). Our school's SEND policy is available on request.

**This details our philosophy in relation to SEND. Although we do not have funded specialist SEND provision or a unit on site to support children with complex Special Educational Needs, we do have experience of delivering provision for children with a wide range of additional needs in all of the following areas:**

- **Cognition and Learning  Communication and Interaction**
- **Autistic Spectrum Disorder (ASD)**
- **Social, Emotional and Mental Health**
- **Sensory and Physical SEN support can take many forms.**

**This could include:**

- **A special learning programme for your child  Working with a Speech and Language Therapist  Working with our English as an additional language (EAL) specialist**
- **Working with our Home school link worker**
- **Extra help from a teacher of teaching assistant**
- **Making or adapting materials and equipment**
- **A teacher or teaching assistant working with the child in a small group Supporting the child to take part in class activities or games at break times.**
- **Ensuring a child has understood by encouraging them to ask questions and to try something they find difficult**
- **Supporting a child with physical or personal care difficulties, such as eating, getting around school safely.**

SEND provision is planned and overseen by the class teacher with the support of the SENCO.

All provision has a clear time limited cycle of Assess/Plan/Do/Review. Specific members of staff have been trained in a range of intervention programmes. Staff have been trained in a variety of areas including; ASD, social stories, well-being and mental health, Speech and Language, Specific Literacy programmes, improving the working memory, SpLD, and additional training from the school Nurse for medical conditions. The school also works closely with its sister Academies and other schools sharing training opportunities. Training is carefully planned to ensure it best meets the additional needs of the children in school.

## Section 3:

## How will both you and I know how my child is doing and how you will help me to support my child's learning?

Our governors play an active role in monitoring the quality of our special educational needs provision, as does the Principal, Senior Leadership Team and Assistant Principal for Inclusion/SENCO.

Progress is continually monitored by class teachers, who carry out a wide range of assessment, through both formal assessment and on-going observations and assessment for learning carried out in class.

Formal assessments are carried out every half term, during which children are assessed against their Age Related Expected rate of progress and given a stage reflecting this in reading, writing and maths.

Regular observations of SEND learners are carried out by the SENCO. Data tracking of provision is used to analyse and review achievement and to plan new learning opportunities. Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help support their child's learning. We regularly share progress feedback with all our learners and their families. There are regular parent meetings throughout the year on top of parent consultation meetings. At these meetings we would discuss targets and progress. We also offer ways of helping children at home, including support in implementing programmes suggested by outside agencies. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress; these include meetings with agencies to review progress against targets. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We host curriculum meetings/learning events to help families understand what learning is expected and how they can best support their child's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We will hold Annual Reviews for children who have Statements or EHCPs, although Emergency Reviews can be held if deemed necessary. When there is outside agency involvement, meetings will take place to plan and review this specialised support. We operate an open door policy so parents can approach teachers regularly for information about their child's development. The school's year group Newsletter and our school newsletter also provides additional information.

## Section 4:

## How can I be involved in the school?

We regularly involve parents and families in discussions about their child's learning. This can be through formal meetings such as parent consultation evenings, meet the teacher evenings at the start of a new academic year, meetings with outside agencies and less formal methods such as conversations at the classroom door. We always welcome feedback and we take every opportunity to strengthen this dialogue. Parents are invited to contribute though a number of means such as our PTA or helping in school as a parent volunteer. Our Governing Body (Regional Board) also has a parent representative on the board who hold a key role in being the voice for the parents.

## Section 5:

## How is the decision made about what type and how much support my child will receive?

Quality First inclusive teaching is clearly defined in our setting and we expect all staff to deliver this. Children's progress is continuously monitored through rigorous data tracking. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. When necessary we liaise and seek support from outside agencies and professionals. Following these discussions, the most appropriate type of support is put in place. All interventions are monitored for impact on a half termly basis and adapted or changed if they are not effective. The SENCO oversees all additional support and regularly shares updates with regards to SEND with all staff in the school. The Principal, SLT, and SENCO, regularly assesses the impact of any additional support and resources and reports on progress to staff and governors.

## Section 6:

## How will my children's progress against outcomes be assessed?

During the assess, plan, do and review cycle we look at the shorter term targets and actions required to support a learner towards meeting their outcomes. We make clear on the Pupil Profile plan what the school will do to support progress and ensure the learner and family know what is needed. School staff support parents and make recommendations on how families engage with their child's learning and all round development. Teachers work closely with parents to support the learner.

## Section 7:

### How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We offer additional transition sessions where appropriate. We have an induction programme in place for welcoming new learners to our setting; with tours of the school, welcome information and home visits for our new Early Years pupils' prior to starting at Oriel. There are opportunities to meet teachers on an informal basis where necessary.

Our school record systems record what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move onto. We work well with our partner schools and offer additional transition visits for children with SEND. We ensure there is SENCO to SENCO liaison between schools to ensure relevant information is passed on.

## Section 8:

### What is Oriel Academy's approach to teaching children with SEND?

We have a Special Educational Needs and Disabilities policy in place which the staff follow. Our aims are to remove barriers to learning so that all children can have access to and regularly experience success. Quality first teaching takes place in all classrooms, we have high expectations of all learners and provide opportunities for all to achieve. We endeavour to make all learning environments stimulating and inspiring for all learners. We ensure that all classrooms use visuals to support learners. Class work is adapted to suit the needs of all learners. We provide a positive environment for learning.

All interventions we put in place are measured to monitor impact against expected rates of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENCO and all our teachers are teachers of inclusion and special educational needs. When planning and reviewing provision for SEND learners we follow the assess, plan, do and review process ensuring we can best meet the needs of SEND learners.

## Section 9:

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

Differentiation is embedded in our curriculum and practice and lessons can be differentiated up to five ways. Teacher's also meet children's needs through effective questioning and appropriate adaptations to the learning environment. Our curriculum is designed to build on previous knowledge and develop skills and understanding. Lessons have clear learning objectives which are shared with the children. There are high levels of pupil engagement and involvement in their learning. All our teachers are clear on the expectations of Wave 1 provision and this is monitored regularly by the Leadership Team. Children receive personal feedback with next steps for their learning. When necessary children follow specific programmes and interventions to accelerate learning or meet their learning needs. Additional adult support is provided in classrooms and this is deployed effectively to meet the needs of the children. Children also benefit by having access to materials to support their learning, activities to build their confidence and specialist equipment for some specific educational needs.

## Section 10:

## How accessible is the school environment?

The school building is on two levels; the second floor is accessible via stairs only. Whilst the ground floor is accessible to wheelchairs or children with reduced mobility we have no lift access to the upper floor. On the ground floor we have a disabled toilet and washing facilities.

- What specialist services and expertise areas are available at or accessed by the school?

We have a number of established relationships with professionals in Health and Social Care. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. We use a range of services such as;

- **Speech and Language Therapy**
- **Educational Psychology**
- **Learning and Language Support**
- **Physical and Sensory Support Service**
- **Occupational Therapy**
- **Behaviour Support Service**
- **Educational Welfare Officer Service  Advice and support from the school nurse  Advice and support from Child and Adolescent Mental Health Service (CAMHS)  Home School Link Worker support for well being**

Before the school makes a referral to any specialist service we will always gain a parent/carers permission.

## Section 11:

## What training have staff supporting children and young people with SEND had and what training will they have?

Our Vice Principal for Inclusion/SENCO has completed the National SENCO Accreditation. Specific members of staff have been trained in a range of intervention programmes. During staff meetings, our staff are updated on matters pertaining to Special Educational Needs and Disability. The school's leadership team and specialists have provided varieties if training to Teaching Assistants. Staff have been trained in a variety of areas including; ASD, social stories, well-being and mental health, Speech and Language, Specific Literacy programmes, improving the working memory, SpLD, and additional training from the school Nurse for medical conditions.

## Section 12:

## How are the school's resources allocated and matched to children's Special Educational Needs or Disabilities?

Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. Through rigorous quality assurance we ensure we maintain high standards and deliver high quality provision. We seek to ensure a value for money service, so all interventions are evaluated regularly and changes are made as necessary. Our resources are deployed/arranged to meet the needs of individual children. We review the needs and the progress of the children half termly so that we can ensure the correct provision is in place and that it is effective

## Section 13:

## How will my child be included in activities outside the classroom including school trips?

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Previsits and risk assessments are carried out and we always ensure that the correct ratios are met. Registers are taken for all school

activities and we monitor the engagement of learners across the school. What support will there be for my child's overall well-being?

## Section 14:

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

All pupils are valued and all achievements are celebrated as part of the ethos at Oriel Academy. We hold pupil well-being as the most important contributor to success and all children are able to achieve their best within their personal limits.

All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs (when appropriate) and we have a medical policy in place, ensuring that all children who have medical needs have an up to date medical plan in place.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We provide additional support for children to improve social skills and emotional resilience through individual and group support.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We have access (through referral) to a range of agencies such as CAMHS and the EWO. Spiritual, Moral and Social education is taught regularly and this work is further embedded through our RE teaching and within our school ethos.

The school has 2 ELSA trained mentors who work to support emotional literacy.

We are fortunate to have a trained mental health first aider contracted to work with us one day a week. Children are referred to this service.

## Section 15:

## What do I do if I am concerned about SEND provision for my child?

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

If the matter cannot be resolved at this stage, then the SENCO may become involved. Further information and support can be obtained from a range of professional services such as the GP, Hounslow Family Information Service, Health Visitor and CAMHS, as well as the Hounslow Local Offer website:

http://www.hounslow.gov.uk/send-local-offer

Alternatively, please call London Borough of Hounslow 020 8583 3626

Contact details: Michael Hogan (Vice Principal for Inclusion/SENCO)

Email: senco@oriel-aspirations.org

The SENCO can also be contacted through the school office on 020 8894 9395.

Class teachers can be contacted in person at the beginning and end of the school day or through the school office – 020 8894 9395.

Our Home School Link Worker, Mr J Lancy can be contacted through the school office - 0208 894 9395