



Local Offer

2026/27

Date Published - September 26
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Overview

Old Park Primary is a mainstream primary school, currently with 28% SEN, 28% Pupil Premium and 6% with an EHCP. Our vision is that every pupil reaches their full potential socially, emotionally and academically by living our values: optimism, a love of learning, diversity, perseverance, ambition, responsibility and kindness. This Local Offer describes what is available for children and families in 2026–27.

Universal Offer

What the school provides for all children:

Quality first teaching: adaptive planning, clear learning objectives and use of mixed delivery (modelling, guided practice, independent application) in every lesson.

Well-Being and Values Curriculum: explicit teaching of our school values and Essential Key Skills (listening, speaking, problem solving, creativity, staying positive, aiming high, leadership, teamwork) across lessons and assemblies.

Transition support: planned internal transitions and bespoke transition plans for moves between key stages and to secondary school (including visits, social stories and where appropriate additional visits supported by our Inclusion Team).

Assessment and reporting: individualised classroom assessment, annual written reports, termly parent evenings and at least termly review of progress for all pupils.

Catch-up and early intervention: school-led catch-up sessions, targeted small-group support across all areas of SEN.

Enrichment and extra-curricular access: inclusive in-school and after-school clubs, forest/ outdoor learning, inter-house competitions and access to all trips (reasonable adjustments made).

See the SEN information report for detailed descriptions of our provision for all.

Additional SEN Support

When a pupil is not making expected progress despite quality first teaching, we provide an additional, time-limited package that may include:

Small group teaching tailored to identified barriers (e.g. reading, phonics, comprehension, maths, writing).

Specific, evidence-based interventions with clear entry/exit criteria and measurable targets.

Regular closer monitoring of progress (assess-plan-do-review cycles at least termly).

Use of assessment tools across need areas to track impact.

Access to specialist support and therapy: Educational Psychologist, Speech & Language Therapy (enhanced provision), Occupational Therapy advice, Inclusion Support Team and North Star Advisory Team input where relevant.

Mental health and SEMH support: School Play Therapist, Emotional Mental Health Practitioner and targeted SEMH interventions (group and 1:1).

Sensory and outdoor learning opportunities, specialist resources and adapted classrooms.

Personalised planning: Personalised Provision Plans, Pupil Passports and regular home–school communication.

Parents are invited to review meetings at least termly; outside professionals are invited where appropriate.

See the SEN information report for intervention lists and how provision is matched to need.

Education Health Care Plan (EHCP)

The school may request an EHC needs assessment from the local authority when a pupil's needs are severe, complex or cannot be met from the resources normally available in school.

If an EHC is in place, we will implement the outcomes and provision set out in the plan. This typically includes highly tailored programmes of study, specialist interventions recommended by professionals and access to specialist equipment.

During any EHC assessment or review, parents and pupils are central to the process; the Inclusion Team will coordinate evidence and represent school contributions.

See the SEN information report for a step-by-step guide to the EHCP process, timescales and personal budget information.

Identifying need and monitoring progress

Graduated approach: identify — assess — plan — do — review. Identification uses teacher observations, standardised assessments, screening tools and input from the pupil and family.

Progress meetings: termly pupil progress meetings led by Inclusion Team — action points and provision maps are recorded and reviewed.

Assessment tools: a range of tools are used to monitor needs; the Inclusion Team ensures tools are appropriate to the barrier being addressed.

Impact evaluation: interventions have clear intended outcomes and measurable success indicators; impact is recorded on provision maps.

Staffing, training and deployment

The Inclusion Team (Led by Samantha Pearce and Natalie Hunt) coordinates all SEND provision, liaises with families and external agencies and monitors impact.

Teaching assistants and teachers are trained in enhanced approaches relevant to the pupils they support; CPD is prioritised according to need (e.g. adaptive teaching, SEMH strategies, Communication and sensory friendly classrooms).

Specialist access: commissioned specialists (Educational Psychologist, SALT, OT, Sensory Team, Advisory Teams) provide advice, assessment and staff training.

Deployment: staffing and resources are deployed to keep support teacher-led wherever possible and to maintain high-quality classroom teaching for all pupils.

Accessibility and Physical Provision

The school has made physical adaptations to support pupils with restricted mobility such as: ramps, widened doorways, disabled toilet facilities, and a lift on the main corridor.

Communication In Print, picture aids and visual timetables are used across school.

We provide specialist furniture and equipment as required and complete individualised risk assessments and care plans for pupils with medical or physical needs. Training is provided and refreshed for staff handling medical interventions.

Future adaptations will be made as needs of the school community change; accessibility plans are reviewed regularly.

Partnerships with health, therapy and local services

We work with: Educational Psychology Service, Speech & Language Therapy, School Nursing, Occupational Therapy, CAMHS / Emotional Mental Health Practitioner, Play Therapist, Specialist Teachers (e.g. sensory teams) and other local authority teams.

The Local Offer signposts families to LA services (Local Offer website), Parent Support Services and voluntary organisations. The Inclusion Team will make referrals and support parents through processes.

Parental and community involvement

Regular communication: weekly newsletters, email alerts, website updates and social media posts keep families informed.

Parent engagement: termly parents' evenings, additional Inclusion Team meetings, annual questionnaires, parent workshops and family learning.

Inclusion events: Awareness Focus Days, Makaton events and community assemblies (places of worship visits, cultural festivals, charities).

Transition: close working with families, Sandwell's Transition Plus Pathway where appropriate, and bespoke plans for new pupils.

Monitoring inclusive practice

Inclusion and adaptive practice are standard elements in subject monitoring cycles and lesson observations.

Provision maps, intervention monitoring and assessment tools are used to evaluate effectiveness; findings feed into termly progress meetings.

Funding, parental rights and complaints

Schools receive delegated funding and can apply for additional top-up funding for high needs through the local authority. The school may request an EHC needs assessment from the local authority when a pupil's needs are severe, complex or cannot be met from the resources normally available in school.

Parents have a right to request an EHC needs assessment and to be involved in all decisions. The Inclusion Team will support families through requests and appeals and signpost independent parent support services.

Complaints: the school complaints procedure is published on the website and parents are informed of how to escalate concerns; the SEN information report contains specific guidance for SEND complaints.

Parental / Community contacts and practical information

Inclusion Team Leads: Samantha Pearce and Natalie Head — contact via school office (details on website).

For LA services and independent advice: see the Sandwell Local Offer website (LA Local Offer) and local parent partnership services (details in SEN information report).

School Improvement Priorities:

To ensure early identification of children with SEND, following an effective graduated response to SEND.

Make the Pre-Key Stage (PKS) curriculum fully implemented, monitored and reviewed so that pupils working below the national curriculum make measurable progress

Strengthen family and pupil co-production and staff capability by establishing a Parent & Pupil Working Party and a focused Case-Sampling + CPD programme on Assistive Technology (AT) and Adapted Teaching.

Refine the Pupil-Passport/Provision-Mapping cycles and maximise traded services (including LEANS project involvement) to increase capacity and specialist impact

Recognition and evidence

Sandwell Well-Being Charter Mark: achieved September 2024–25.

Ofsted (2024): “Pupils with SEND receive high-quality support and care. They learn alongside their peers and, when required, adaptations are made to help them do so. Many are developing their ability to complete their work independently. Those with more profound difficulties have highly effective support plans... The school works extremely well with specialist services ... ‘No stone is left unturned’ to provide an equality of access to all aspects of school life.”

How to access this Local Offer and the SEN information report

- This Local Offer sits alongside our full SEN information report, published on the school website and available in paper form from the school office.
- If you would like a large-print, easy-read or translated version, please contact the school office or Inclusion Team.

Sources

- SEND Code of Practice: 0 to 25 years (DfE).
- Old Park Primary SEN information report (school website).
- Ofsted report (2024) — summary quote above.
- Sandwell Local Offer and Sandwell Well-Being Charter Mark.