



Wembley Primary School prides itself on being an inclusive school where every child remains at the heart of all we do. We aim to provide every child with a happy, caring and supportive learning environment in which they develop their full potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Wembley Primary School work in partnership with the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. We aim to be as inclusive as possible, with the needs of pupils with special educational needs being met in a mainstream setting wherever possible, where families want this to happen.

All teachers are teachers of Special Educational Needs and many pupils' circumstances may make them vulnerable to underachieving at some point in their schooling. We recognise that it is a teacher's responsibility to meet the needs of all our children in their class through Quality First teaching. This includes scaffolding and adaptation of the curriculum; flexible grouping; use of specific teaching styles, materials resources and classroom organisation and through partnership with specialist staff from the Special Needs team. This lies at the heart of good inclusive practice.

At Wembley Primary the children and their wellbeing are central to all our work, and we value the development of the whole child. Our hopes are that children will enjoy coming to school and will actively engage in their learning, whilst being willing to take risks. We encourage the children to place high expectations on themselves; become positive role models and commit to the rights and values of the school. We endeavour to help the children make progress in all aspects of school life, to develop confidence and reach their potential in their journey to adulthood.

This report should be read in conjunction with the School's Equality, Disability and Inclusion Policy, Accessibility Plan Document, Child Protection and Safeguarding Policy, Supporting Children with Medical Needs/Administration of Medicines Policy, Wellbeing Policy, Behaviour Policy and SEND Policy which are regularly reviewed. These can be obtained from the Reception Office. In addition to this there is a link to Brent's Local Offer and the SEND Policy on our website.

Note: If there are any terms we have used in this Information report that you are unsure of, you can look them up in the Glossary at the end of the report.

A guide to how Wembley Primary School will address the needs of children with special educational needs and disabilities.

This document is intended to give you information regarding the ways in which we ensure that we support our pupils, with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ, as these are continually developed and used to modify our provision to meet the changing requirements for individual children. The school follows the recommendations set out in the SEND Code of Practice, dated January 2015.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find this on our website:

wembleyprimary.co.uk/assets/Uploads/Special-Educational-Needs-and-Disability-policy-December-2022.pdf

This guide will help you to find the answers to frequently asked questions:

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1. [How can I let the school know that I am concerned about my child's progress in school?](#)

If you have any concerns about your child's progress, you should speak to your child's teacher initially. If you continue to feel that your child is still not making progress you should speak to your child's Phase Head. The Phase Heads are as follows:

Early Years and Year 1 – Mrs Pindoria, Years 2 and 3 – Mrs Kennedy-Medford, Year 4 – Mr Barr, Years 5 and 6 – Mrs Atkinson.

If you feel that your child is still not making progress you should speak to Ms Griffith (Special Educational Needs Co-ordinator, SENCO) in charge of SEND or Ms Benjamin (Deputy SENCO).

To make an appointment Ms Griffith can be contacted by phone on 0208 901 9889 or email: senco@wembleyprimary.brent.sch.uk

To make an appointment Ms Benjamin can be contacted in the SEN office or email: cbenjamin@wembleyprimary.brent.sch.uk

If you are still not happy, you can speak to the Head teacher or school SEND Governor, Ms Manimendran

2. [How are children identified as having special educational needs?](#)

Early identification of SEN and early intervention are the key to ongoing success for our pupils. We place high importance on speech, language and communication needs and see these as fundamental skills for learning, from our early years and throughout school life. Identification of needs in this area is a priority which is closely monitored by all staff, our speech and language specialist TA and SEN team in conjunction with Brent Speech and Language Service. In Reception, pupils are offered a detailed speech and language assessment and subsequent therapy if needed, by our Brent speech and language therapist.

All our class teachers are on the lookout for any pupils who are not making the expected level of progress in all areas of their development. This might include skills in areas such as social development; or particular subjects such as reading or number work.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they look at how they can help to try to fill these gaps. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will initially speak to you about their concerns. The teacher will then talk to the SENCO and then you will be contacted to discuss the possibility that your child has SEN.

Children are identified as having special educational needs when their progress has slowed or stopped, and the interventions and resources put in place have not led to an improvement. In some cases, paediatric assessments reveal that a child has special needs, and the consultant paediatrician will then inform the parents and the school.

The SEN team may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

3. What happens if the school believes my child has special needs?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. The school will listen to any concerns that you may have and plan any additional support that your child may receive. We will discuss with you any referrals to outside professionals to support your child's learning.

Children receiving interventions outside of the classroom, are identified by the Phase Leaders or the SEN team and these are recorded on the whole school provision map. If outside agencies have assessed your child and provided advice your child will be identified on the SEN register and may have either an Individual Learning Plan (ILP), treatment or intervention plan. These contain targets that will help to support your child's development and progress.

4. How well do children with SEND achieve?

'Children at Wembley Primary School with SEND make good progress' (Ofsted- September 2019).

Good progress may be defined as that which:

- Closes the attainment gap between the child and children of a similar age
- Prevents the attainment gap from widening
- Is similar or above that of peers starting from the same attainment baseline
- Matches or is better than the previous rate of progress
- Shows an increase in behaviour allowing them to be receptive to learning
- Shows an increase in access to the curriculum in line with their peers
- Meets or exceeds the child's individual targets

Good progress may be demonstrated as an improvement in specific areas such as skills in communication, self-help, sensory regulation or areas of social and emotional development. It can also be shown by progress in independence due to adaptations such as those made for a child who has physical needs.

5. How is extra support allocated to children?

The school budget, received from Brent L.A., includes money for supporting children with SEND. The Head teacher decides upon the budget allocation for special educational needs and disabilities in consultation with governors, on the basis of the needs in the school. The Head teacher, SENCO and Senior Leadership Team discuss all the information they have about SEND, including the children receiving extra support already and those needing additional support. They decide and review regularly what resources, training and support is needed.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff

- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. If additional funding is needed, we may seek it from our local authority.

6. What other documents can I read which explain how Wembley Primary School meets the needs of children with SEN and disabilities?

The following documents are available on the school's website: The Special Educational Needs and Disability Policy, our Accessibility Plan, Child Protection Policy and Behaviour Policy, which are regularly reviewed.

If you would like further information about what is offered at Wembley Primary School, then please do not hesitate to contact Miss Griffith by requesting an appointment directly on 0208 901 9889.

7. Who are the best people in school to talk to if I have any concerns about my child's special educational needs?

Your child's class teacher is your first point of contact. The class teachers are responsible for planning the curriculum, adapting and assessing your child's progress, along with his/her wellbeing; personal social development and health education (PSHE). Your class teacher is the lead professional with your child for the majority of their time at school and therefore knows your child well. They are available to you at the start and end of each day.

The SEN team have an open-door policy. Ms Griffith, The Assistant Head in charge of Special Educational Needs (SENCO) is responsible for co-ordinating all of the SEN support and interventions in the school and keeping parents informed. The SENCO is very approachable and works closely with parents to ensure that their opinions are obtained and that they are fully involved in any decision made regarding how best to meet their child's special educational need or disability. The SENCO also holds reviews and liaises with all of the agencies involved with your child.

Ms Benjamin (Deputy SENCO) can also be contacted through the SEND office, to discuss children in EYFS and KS1.

The Head teacher, Ms Taylor-Kent, is responsible for the day-to-day aspects of the school and all the arrangements for children with SEN. The Head teacher has to report to the Governing Body on all aspects of SEN in the school.

The SEN Governor, Ms Sinthika Manimendran, is responsible for making sure that the necessary support is made for every child who attends the school with SEN. She meets termly with the SENCO.

8. Who provides support for pupils with Special Educational Needs?

The Special Needs team is led by Assistant Head Teacher, Sharon Griffith. She is an experienced Special Educational Needs Co-ordinator (SENCO). Please call on 0208 901 9889 to make an appointment or by email:

senco@wembleyprimary.brent.sch.uk

Our SEND/Inclusion team includes the following staff:

- Sharon Griffith (SENCO, who also is an Assistant Head Teacher and Mental Health and Wellbeing Lead)
- Clare Benjamin (Deputy SENCO- Mon, Tues, Thurs, Friday)

- Caroline Stingmore (Higher Level Teaching Assistant for Special Needs)
- Zarlisht Shams (Specialist Speech and Language Teaching Assistant)

The SENCO leads the team of trained SEN Teaching Assistants and works with class teachers to provide support for pupils with SEN. She has 17 years of experience in this role, within Brent. Our Deputy SENCO is an experienced teacher who has worked with the SEND team for 3 ½ years and has achieved the National Award in Special Educational Needs Co-ordination. She works four days a week (not Wednesdays).

Our Class/Subject Teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils with SEN.

Teaching Assistants support in class and take children for interventions. Our staff are continually updating their own expertise with training in different fields that builds upon existing knowledge. Arrangements for assessing and reviewing the children's progress on a termly basis are in place. This team includes TAs with specialist training and skills in areas such as Autistic Spectrum Disorder, Speech and Language, British Sign Language, Drawing and Talking, Social, Emotional and Wellbeing/Mental Health.

Children may need extra help for some or all of their time in school. This may be support through 1:1, small group or catch-up programmes and may include support:

- in particular subjects
- to access the curriculum
- to understand work or express themselves
- to enable pupils to move around the school safely, attend trips and after school clubs
- at break/lunchtime– e.g., to make friends, eat and drink with their peers
- through the adaption of equipment
- managing transitions

If it is necessary to refer your child to an outside agency for advice and support the teacher or SENCO will contact you and ask you to come to a meeting. At this meeting you will be asked if you have any concerns about your child. A discussion will take place and you will be asked to sign a referral form, giving permission for your child to be assessed by the appropriate agency. In some cases, a letter will be written by the class teacher with support from the SENCO, for you to take to your child's doctor so that he/she can make the necessary referral.

The SENCO works closely with Outside Agencies to ensure that specialist equipment is in place. She will also ensure that a Personal Emergency Evacuation Plan (PEEP) is written for a child with a disability is required. This is to ensure the child's safety.

The school receives additional funding for 'looked after' children in the form of Pupil Premium. This money is used to provide the children with additional support in school. This provision is co-ordinated by Ms Taylor Kent (Head Teacher) who also takes responsibility for Child Protection.

9. How will the school measure my child's progress? How will I know how well they are doing?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions half termly or termly depending on the intervention.
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care plan)

Partnership between parents and teachers is important to us. We will communicate regularly. Parents are informed of the progress of their children through twice yearly Parent's Evening and annual reports. Parents are welcome to make an appointment to meet with the class teacher or the SENCO at a mutually convenient time.

Children with ILPs, have progress towards their goals shared with parents on a termly basis. Additional meetings with the SENCO or SEND teachers can also be arranged to discuss your child's special needs by requesting by phone **or** by email.

10. What happens if my child with SEND makes very little progress at school?

Where a child with SEND continues to make little progress, despite the support provided by the school's SEND provisions, parents will be consulted by the SENCO or SEND team and external support and advice will be sought. Parents must sign the referral forms before referrals to Outside Agencies can be made.

If following assessment and reviews there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to the school, the SENCO will ask the Local Authority to undertake a statutory assessment of the child's Special Educational Needs and Disabilities.

Following processes set out in the SEND Code of Practice this may lead to the child receiving an Education, Health and Care Plan.

11. Who can offer me support as a parent of a child with special educational needs and disabilities?

The class teacher is regularly available to discuss your child's progress or any concerns that you may have and to share information about what is working well at home and at school, so similar strategies may be used.

The SENCO and SEND team are very supportive of parents who have children with special educational needs and disabilities and are available to meet with you to discuss your child's progress or your worries or concerns. All information from outside professionals will be discussed with you directly or in a written report.

Coffee mornings to support parents have been very successful. These are termly meetings where parents can talk in an informal setting and discuss concerns. Sessions may include training from outside agencies or speakers. Brent Carers have supported parents in understanding services and financial support that they can access for their children and families. Recently parents of former pupils have supported Year 6 parents in making secondary school choices and understanding support that is available in the local area and nationally.

We signpost parents to support groups and information groups for the wellbeing of the families of parents with special needs. This includes workshops and agencies such as Brent Talking Therapies, Brent Young Carers and Brent Wellbeing Centres.

If we feel you need additional support the SENCO will encourage you to contact Brent SENDIASS (SEN Information Advice and Support Services) formerly known as Brent Parent Partnership.

The school is committed to working with parents to ensure the needs of our pupils are met. There are many other agencies that parents can access for support, including:

- Wellbeing and Emotional Support Team (WEST) 02089372141 cnw-tr.brentwellbeingservice@nhs.net
- Preston Park Family Wellbeing Centre 020 8937 5980 PrestonPark.FWC@brent.gov.uk

- Brent SENDIASS 0208 937 3434 sendias@brent.gov.uk
- Brent Talking Therapies 0208206 3924 cnw-tr.brent.iapt@nhs.net
- Brent Young Carers 020 3802 7070 email@brentcarerscentre.org.uk
- SNAP www.snapcharity.org 01277 211300
- IPSEA www.ipsea.org.uk

To see what support is available to you locally, have a look at your Brent authority's local offer. [SEND Local Offer | Brent Council](#)

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

12. How will my child be given the opportunity to express their views?

We feel it is very important for each child to be able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.

Pupils are invited to attend Parent consultations and children who have individual support plans discuss their targets with their class teacher or TA. There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a worry.

If your child has an EHC Plan their views will be sought before any review meetings and a 'Pupil's views' form will be filled in. Your child will also be invited to attend the latter part of the Annual Review, if appropriate.

Pupil Voice is also encouraged through 1:1 support, the school mentor, school monitoring procedures. We continually seek the viewpoints of children formally and informally. Issues brought up by pupils are always acted on.

We aim to ensure that the vehicles used for pupil voice are appropriate for the needs of every child. Specific strategies may be required for some pupils who have more complex needs.

13. How will the school make sure my child is included in activities alongside pupils who don't have SEND, including activities outside the classroom?

We aim to include all children in all parts of school curriculum and school life and make whatever reasonable adjustments are needed to ensure that all pupils can be included.

All pupils are encouraged to go on our school trips and take part in all activities including sports day/school plays/special workshops. We provide the necessary support to ensure that this is successful. A risk assessment is conducted prior to any off-site activity to ensure everyone's health and safety will not be compromised.

All of our extra-curricular activities are available to all our pupils. Individual needs are considered (e.g. for pupils with hearing impairment) to enable participation. This may require training for staff who take the clubs or specific clubs may be introduced to support children with particular needs.

14. What support is there for my child's overall wellbeing and emotional and social development?

Wembley Primary is an inclusive school and we welcome and celebrate diversity. Our staff believe that children having high self-esteem is crucial to a child's wellbeing and learning. We have a caring and understanding team looking after our children. It is everyone's responsibility within school to promote wellbeing, every day.

Wellbeing is central to everything we do for our children at Wembley Primary. Since the pandemic, this has been even more important for all our children and as a school we are aware of the impact that COVID continues to have on our children's development and attainment.

The class teachers have responsibility for the pastoral, medical and social welfare of every child in their class. They are the parents' first point of contact if they have any concerns or wish to talk about their child's wellbeing. Within class we use the Zones of Regulation to encourage children to understand and talk about their feelings. We help them to use strategies to regulate any feelings that affect their emotional wellbeing and mental health or reduce good learning behaviours or development of social skills.

If the teacher has any concerns about a child's wellbeing they will speak to parents and decide what support is required. If further support is required, the class teacher liaises with the Assistant Headteacher for the year group or the SENCO for further advice and support.

On a termly basis, each teacher highlights children that they may have concerns about, in terms of wellbeing. These children are discussed by the senior leadership team and further actions agreed. For vulnerable children who require more personalised support, a Team Around the Child meeting takes place several times each half term, depending on need. Parents are consulted about any support that is put in place for their child.

Support happens at many different levels. This may be within the classroom by adults within the class and include looking at ways to meet the pupil's wellbeing needs. We also have in-school support which includes:

- Learning Mentor
- Drawing and Talking Therapy
- Social skills groups
- Walk and Talk sessions
- 1:1 Zones of regulation
- Lunch time/break-time support
- Lunch time club- to promote turn taking/teamwork/building friendships

Pupils with SEN are encouraged to be part in all aspects school life such as the school council

More specialist support may involve working alongside outside agencies such as Health and Social Care and /or specialist educational services (see our section number 26, for a list of outside agencies). We have introduced new services for Wellbeing including the Wellbeing and Emotional Support Team (WEST) which is targeted to support the Wellbeing of children and young people in Brent.

Over the previous years the staff have had a programme of training on Wellbeing and Mental health. The commitment has been such by staff in this area, that many members of staff have carried out further study in their own time, including completing training as Wellbeing Champions.

15. How is Wembley Primary School accessible to children with SEN?

We are committed to ensuring that children and young people with SEN are enabled to engage with activities available with children in the school who do not have SEN. Our school site is accessible, there are disabled toilets, ramps and rooms are accessible for wheelchair users. In accordance with the Equality Act (2010), we will make reasonable adjustments to prevent disabled children being put at a substantial disadvantage.

We ensure that teaching resources and equipment used are accessible to all children, regardless of their needs. The school has a range of equipment to ensure access to the curriculum. Where necessary specialist equipment is purchased or supplied by the NHS to meet the needs of children with a physical disability. After school extra-curricular provision are accessible to all children, including those with SEND.

Please refer to School Accessibility plan on SEND website page.

16. How does the school look after children with medical needs?

The Welfare Assistant Ms Stavroula Louca keeps the school's Medical Register updated.

Prescribed medicines and inhalers are stored securely in the welfare rooms and a record of use is kept. Medication accompanies the children on school trips. Those children with more serious medical needs have Personal Care Plans and key members of staff receive training to ensure that the children can be cared for in school and on outings.

Photographs of children with complex medical needs are kept in the SEN room and welfare room. Teachers are informed of the medical needs within their class.

We are aware that some children with medical needs may require additional support for their wellbeing and mental health due to their needs.

17. How do we ensure that the admissions process is fair for pupils with SEND?

We aim to support parental choice regarding admission to our school and follow Brent's admissions procedures. Children whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

For children who have or may have special needs but do not have an EHCP, the school admissions procedures will be followed. Our oversubscription criteria is clear in order to avoid unfairly disadvantaging prospective pupils with a disability or SEN needs.

18. How will you support my child when they are moving to our school, on to their next class or to a new school?

Setting to Setting

- Early Years Foundation Stage (EYFS).
Where children are transferring to our EYFS, all parents are strongly encouraged to visit the school before their child begins school. In these visits, the SENCO and EYFS Assistant Head Teacher (AHT) will meet the parents and the child in order to discuss how best the child's needs can be met. Where possible the SENCO and EYFS AHT will visit the previous Nursery in order to ensure that they have a clear understanding of the child's needs. At these meetings, they will meet the parents, the Early Years Inclusion Team, Nursery staff as well as observing the child and discussing the plan for the new child.
- The EYFS team also carry out home visits for children starting in Nursery and initial meetings for all parents where pupils are starting Reception. Additional visits to the school may be organised so that the child can

transition more easily into the school. A staggered start may also be organised if the parents and school feel this would support the child's transition.

- All new pupils with SEND are encouraged to visit the school before they start and meet the SENCO and the Assistant Head for their phase so that their needs can be met effectively. The SENCO may also arrange a meeting with outside agencies or previous settings to discuss the child's needs and how they can be best met. Parents will be included as much as possible in these discussions/meetings. Additional visits to the school may be organised prior to the child starting at the school so that the child can transition more easily.
- Where children are transferring to secondary school the SENCO meets members of the SEND department from their new setting. All the children's SEND records are then handed over to the children's new schools. For children with EHCPs or vulnerable pupils, a meeting is arranged with the pupil, parents and SENCO of new school to ensure smooth transition. Preliminary or additional visits are arranged wherever possible.
- If children move to a new location, the SENCO liaises with the SENCO of their new school and all SEND records are posted once the children have registered with the new school. Additional transition visits are organised where appropriate.

Year to Year

- Handover meetings are held in July for teachers to share information about the children in their class with the next teacher.
- Special arrangements are made for those children with autism, as they can find change difficult. These identified children have the opportunity to visit their new class on several occasions in July and are given a transition booklet containing photographs of their new classroom, toilets, playground, TA and teacher to look at with their parents over the summer break.

19. How is the teaching monitored by the school to ensure that children with special educational needs and disabilities are taught effectively?

The school makes every effort to provide pupils with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observations of teaching and learning are carried out by the Senior Leadership Team
- The Senior Leadership Team regularly look at the children's books within their Phases to ensure that work is planned to match the needs of all pupils.
- Pupils and parents are given the opportunity to feedback on the effectiveness of interventions provided during Parent Meetings with the class teachers and during Annual Reviews with the SENCO.

Ms Taylor Kent (Head Teacher) monitors the attendance of all pupils and will meet parents if there is a concern about their child's attendance. Poor attendance can have a negative effect on a child's progress.

The behaviour of all the children causing a concern is discussed at regular meetings with the Senior Leadership Team and is monitored by the Assistant Heads. Pupils with a disability will be provided with reasonable adjustments, such as auxiliary aids and Outside Agency support, to help them to access the curriculum and keep safe in school. Examples of these auxiliary aids currently in place include specialised furniture and seating and hearing amplification equipment.

20. What arrangements are in place to assess and review my child's progress towards meeting their outcomes?

Teachers scaffold their lessons to ensure pupils with SEND can access the curriculum and make progress towards their outcomes. Progress is reviewed through classroom observation, assessments, individual learning plans or treatment plan targets.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership Team.

Additional action to increase the rate of progress will be identified and recorded using Brent Graduated Approach Framework. This will include a review of the impact of the adapted teaching being provided to the child. If required, additional strategies to further support the success of the pupil, will be given to the teacher. The impact of any interventions are recorded within the whole school provision mapping.

Where a pupil is identified as having a special educational need we follow a graduated approach which takes the form of Assess, Plan, Do, Review. This means that we will:

- **Assess** a child's special educational needs. This would include assessment by the teachers supported by the SENCO. This may include observations and assessments carried out by external agencies.
- **Plan** the provision to meet your child's aspirations, needs and agreed outcomes. Additional or different provision is planned by the class teacher with support from the SENCO and external advice. Outcomes are discussed and agreed with parents/carers and the child (where appropriate).
- **Do** what we planned. We put the provision in place to meet those outcomes. This may be strategies we have agreed to use in the classroom or interventions that will take place during the day.
- **Review** the support and progress. The impact of any strategies or interventions is reviewed, looking at progress towards targets and next steps.

21. How are staff trained to meet the needs of children with SEND?

Ms Griffith, an experienced SENCO works at Wembley Primary School. She holds the National Award for Special Educational Needs Co-ordination.

The SENCO attends SENCO forums on a termly basis to keep up to date with local and national developments, including the new Ofsted framework and changes in requirements. These forums also ensure that obligations and provision for SEND are met and are appropriate for the needs of pupils. The SENCO also attends local SEND cluster groups to share good practice with other local SENCOs. The SENCO also attends borough training sessions in the form of SEN Conferences to receive additional training and guidance.

We invest in whole school and targeted training for staff in relation to special educational needs and disabilities. These sessions are delivered by the SENCO, Deputy SENCO or Outside Agencies, on request. We have three members of staff who have completed specialist training in delivering speech and language programmes from the Speech and Language Service.

This year we have focused whole school training on the ensuring that the curriculum is accessible for children with SEND and meets their needs. This has included looking at:

- High quality teaching strategies for children with SEND
- Development of independence

- Use of a graduated approach (starting with strategies and approaches within the classroom, moving to more specialist support, if required)
- Effective individual target setting and review
- TEACCH (to support independence for pupils with social communication difficulties)
- Social stories and comic strip conversations (visual support for children with social communication difficulties)

Supporting the social, emotional and mental health needs of pupils remains a priority and we continue to build on the training from last year. Many of our Senior Leaders, Teachers and TAs have also completed Wellbeing Champion courses.

As part of the school's CPD programme the TAs have attended whole school training where appropriate but also have a CPD programme matched to their needs. This academic year this has included training in

- Speech and Language
- Colourful semantic (supporting speech and language development and sentence writing) delivering phonics
- ELS phonics
- Supporting children with SEND within different subject areas
- Provision mapping and impact of interventions

In the coming year we will be focusing on how to support our children further with Speech and Language needs, Autistic Spectrum Disorder and those with the most complex needs.

22. How are teachers helped to work with children with SEND and what training do they have?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g., from Brent Outreach Autism Team (BOAT). The SENCO supports the class teacher in planning for children with SEND.

23. How do you adapt the teaching and learning, curriculum and learning environment for my child with SEN?

We follow the requirements of the National Curriculum (2014) to provide a broad and balanced curriculum to all the children.

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

We support all pupils to have access to the school curriculum and all school activities. We aim to identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional). We ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs. We work in partnership with parents/carers, pupils and relevant external agencies in order to provide for children's special educational needs and

disabilities. We aim to give every child the entitlement to a sense of achievement and regularly review provision in order to achieve best practice.

Most children at our school will have their special educational needs met through classroom practice. This is called High Quality Teaching. Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that most pupils with SEN and disabilities will be able to study the full national curriculum. We adapt the curriculum and learning environment for pupils with SEN in a variety of ways including:

- Planning to adapt the knowledge and skills taught in lessons to the specific needs of the children in the class.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Adapting our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud
- Support during certain lessons such as PE or other physical activities
- Adapted learning materials and resources such as pencil grips.
- Access to ICT and Technology such as laptops.
- Provide additional in class support.
- Provide additional out of class support.
- Provide life-skills groups
- Use flexible groupings – including small group work and intervention.
- Use appropriate rewards and sanctions.
- Use a range of teaching and learning styles and strategies
- Seeking additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used

For children with medical conditions, medicines that are given by the GP are stored in the Welfare room and administered in line with the child's health care plan and the schools' guidelines. Health Care Plans are drawn up to ensure that medical conditions are considered, and appropriate accommodation made across the curriculum.

24. What is an Education Health Care Plan?

Where a child with SEN continues to make little progress, despite the support provided by the school's SEN provisions, external support and advice will be sought. If there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to the school, the SENCO will ask the Local Authority to undertake a statutory assessment of the child's Special Educational Needs. Parents can also request statutory assessment to be undertaken for their child. Following processes set out in the SEN Code of Practice this can lead to the child receiving an Education, Health and Care Plan.

If your child has an EHC (Education, Health and Care Plan) there will be a formal meeting called an annual review, where your child's progress is reported. Outside agencies are invited and may attend, or prepare a report, commenting on your child's special educational needs. Parents and pupils are encouraged to give their views during these meetings.

25. How does the school evaluate the effectiveness of SEND Provision in school?

The school evaluates the effectiveness of provision for pupils with SEND in the following ways:

- Termly meetings are held to discuss all pupils' progress towards their learning outcomes. The progress data for SEND pupils is analysed to ensure that they make at least expected progress.
- The impact of interventions are evaluated through the provision maps with the progress towards meeting outcomes recorded

Provision is also evaluated through

- Class observations
- Drop ins
- Book looks
- Curriculum reviews
- Meetings with TAs and teachers
- ILP review meetings (for children with EHCPs)
- Annual reviews
- Pupil voice

26. What is the Local Offer?

The Local Offer is a way of giving children and young people with special needs and their parents or carers information about what activities, services and support is available across education, health and social care in the area where you live.

As a school we are involved in discussions about the effectiveness of the Local Offer and any improvements that may be needed. The Headteacher and SENCO are involved in Local Authority forums and professional groups in order to be kept updated and to influence decision making.

There is a link to Brent Local Offer on our SEND website page or use the link [SEND Local Offer | Brent Council](#)

27. What Outside Agencies are used by the school?

The school use a range of services from Health Social care, the Local Authority and voluntary sector. The following services are regularly used to support children and to advise the staff, other agencies are contacted when the need arises. These include Brent Educational Psychology Service, Private Educational Psychologist, Speech and Language therapist, The Inclusion Team Brent Outreach Autism Team (BOAT), Community Physiotherapist, Occupational Therapist Service, Brent Visually Impaired Service (BVIS), Brent Hearing Impaired Service (BHIS), Brent Child Development Services, Child and Adolescents Mental Health Service (CAMHS), GPs or Brent Paediatrician services, Wellbeing and Emotional Support Team (WEST), Preston Park Family Wellbeing Centre, Education welfare officers (EWO)

28. Working in Partnership with Families. How will I be involved in decisions made about my child's education?

Building relationships with parents is a key part of our working practice. Parents may access professionals in the school at any point through email, telephone conversations and arranged meetings. Parents are able to discuss issues with teachers informally after school and at parent consultation meetings and ILP meetings. We encourage parents to contact the school at their earliest convenience if they have any questions or need some information.

If there are concerns about your child's development or additional information is required about your child, the class teacher will discuss this with you and the next steps agreed. We know that you are the expert when it comes to your

child's needs and aspirations. So we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

29. What steps are taken to prevent pupils with disabilities from being treated less favourably than other pupils?

Our curriculum, assemblies and special events are all used as a means to encourage staff, pupils and parents to respond positively to the diversity and richness that persons with disabilities bring to our school community.

We will put in all reasonable adjustments to ensure that our school is fully inclusive.

30. Bullying

We take the issue of bullying very seriously and always endeavour to address any issues of this nature as soon as they arise. Children with SEN may find it more difficult to seek help if they are unhappy at school or if they feel they are being bullied. For this reason, adults working with these children may encourage children to express their feelings through the use of zones of regulation and emotion visuals. Children may also report concerns to their class teacher or another member of staff with whom they feel comfortable – this can be done verbally. Staff may seek support from the Senior Leadership team if they feel a child has a worry or concern that they are not readily sharing.

31. Looked After and previously looked after Children with SEN

Mr Barr is our Designated Teacher for looked after children (LAC). He ensures that all teachers in school understand the implications for those children who are looked after and have SEN. Some children may not be diagnosed when they are first looked after and we work with carers to address any concerns and assess and address any SEN needs. All LAC have a statutory Care Plan which is drawn up by the local authority. The Personal Education Plan (PEP) is a legal part of the care plan and is a statutory requirement for LAC in education. If a LAC with SEN requires further assessment for SEND or an EHCP this is done in a timely manner.

32. What types of SEN does the school provide for? What is provided?

Our School provides for children with the following needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We provide support at three levels. Support available at:

- Universal level (in every classroom)
- Targeted (mainly small groups and some individual support)

- Specialist (requiring outside agency support or individualised support)

Below are the main types of support we offer.

- Autistic Spectrum Disorders

Whole school	Support for pupils with targeted or specialist support
<p>Adaptation.</p> <p>Teaching resources are accessible and appropriate.</p> <p>Strategies provided from Brent Outreach Autism Service (BOAT) used throughout school.</p> <p>Training for Staff in relevant strategies to support social communication development.</p>	<ul style="list-style-type: none"> ○ SENCO, SEN team or Autism specialist TA guidance ○ Small group targeted interventions- e.g. social skills, Lego Club ○ ICT used to reduce barriers. ○ Alternative communication systems –Makaton ○ Visual timetable, now and next boards, workstations, noise is minimised. ○ Parents consulted in their learning plan. ○ TEACCH ○ Social stories ○ Advice /interventions from Brent Outreach Autism Service (BOAT).

- Speech, Language and Communication

Whole school	Support for pupils with targeted or specialist support
<p>Modelling of high quality and appropriate language by staff.</p> <p>Regular training for Staff in relevant strategies to support communication, speaking and listening.</p>	<ul style="list-style-type: none"> ○ Pre- groups to close gaps for children who may have SEND ○ Speech and Language therapy programmes delivered by Specialist Teaching Assistants. ○ Speech and Language Therapist (SALT) ○ Therapist intervention and Assessment ○ Colourful semantics (sentence structure) ○ Alternative communication systems- Makaton, PECS where necessary

- Moderate Learning Difficulties

Whole school ethos and practice for all children	Support for pupils with targeted or specialist support
<p>Adaptation.</p> <p>Teaching resources are accessible and appropriate. Multi-sensory approach to learning.</p> <p>Interactive environment and reasonable adjustments.</p>	<ul style="list-style-type: none"> ○ Curriculum is adapted to meet the needs of pupils. ○ Targeted intervention programmes e.g. precision teaching (teaching of difficult to read and spell words), precision monitoring (daily phonics), daily reading, reading comprehension groups ○ Social skills group. ○ Specific goals- short steps. ○ Active engagement

- Social, Mental and Emotional Health Needs

Whole school ethos and practice for all children	Support for pupils with targeted or specialist support
<p>As a school, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff and pupils.</p> <p>Modelling of appropriate behaviour in all settings by staff.</p> <p>Clear positive behaviour policy and anti- bullying policy being followed.</p> <p>Adaptations to the curriculum. Support to build relationships and engage with other children. Circle time/PSHE curriculum. Positive behaviour.</p> <p>A</p>	<ul style="list-style-type: none"> ○ Learning Mentor ○ Advice is sought when required from Brent Inclusion Team. ○ WEST referrals- for counselling in school ○ Interventions are implemented, reviewed and revised. ○ Pupils identified for Drawing and Talking intervention ○ CAMHS referrals made with parents. ○ Parents supported to speak to their GP about making a referral to CAMHS. ○ Targeted interventions to promote social skills and to promote emotional resilience. ○ Identified pupils attend lunch time club. ○ Adaptations to the physical environment e.g.: time out tables/areas. ○ Monitoring during unstructured times e.g. breaks/ lunchtime. ○ Named adult to provide 'chat' time

- Sensory and Physical Needs- Hearing/ Visual Impairment, Multi-Sensory- Physical and Medical Needs

Whole school ethos and practice for all children	Support for pupils with targeted or specialist support
<ul style="list-style-type: none"> ○ Referrals to Brent hearing impaired service or visual impaired service and provision of specialised equipment. ○ Curriculum is adapted by class teachers as required. ○ Referrals to OT and Physiotherapy Services and provision of specialist equipment 	<ul style="list-style-type: none"> ○ Targeted interventions and specialist individual therapy programmes e.g. phonics, enlarged texts, physiotherapy, sensory circuits. ○ Teaching assistants with relevant expertise. ○ Adaptations to physical environment- enhanced contrast and minimal noise. ○ Compliance with acoustic regulations. ○ Disabled toilet facilities. ○ Lift and evac chairs. ○ Specialist furniture and equipment ○ Staff consistently use adapted resources and TAs work closely with teachers to support access to the curriculum. ○ Assistive technology e.g. specialised seating and ICT software.

Cognition and Learning

Whole school	Support for pupils with targeted or specialist support
High quality teaching and adaptation of curriculum.	<ul style="list-style-type: none"> ○ Targeted phonics and maths interventions ○ Daily reading

Teaching resources are accessible and appropriate.	<ul style="list-style-type: none"> ○ Focused reading and comprehension groups ○ Year group specific SPAG and sentence structure groups
Training for Staff in relevant strategies to support learning.	

In addition, all children will have the following provision:

Assessment on entry.	The Equality Act 2010 requires schools to ensure that SEND children are not disadvantaged.
Emotional and social needs addressed.	Anti-bullying, peer support role models.
Progress tracked and reviewed.	Plans, assessed, reviewed, adjusted, tracked.
Transition arrangements.	Access to transition programmes and visits.
Staff who are trained.	Expertise is developed, time for meeting with professionals.
Provision that is assessed and evaluated.	Whole school policies are evaluated and monitored.
Progress that is shared with parent/carers	Parents are informed and actively encouraged to support shared goals at home.
Attendance and punctuality	Monitored

33. What do I do if I am unhappy with the school's response to meeting my child's special educational needs?

If you wish to discuss your child's special educational needs, or are unhappy about any issues regarding the school's response to meeting these needs please contact the following members of staff:

- Your child's class teacher at the end of the school day.
- An appointment can be made via phone or email to meet Ms Griffith, the school SENCO.
- An appointment can be made via the school front office to meet Ms Taylor Kent (Head Teacher) if your concern has not been resolved.

34. What do I do if I need to make a complaint?

For complaints relating directly to unresolved SEND issues please write to Ms Manimendran, who is the Governor responsible for overseeing SEND provision. This letter can be handed in at the school front office and will be passed onto her. In addition to this:

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

You can follow the school or Local Authority complaints procedure

- Make an appeal to The SEN and Disability Tribunal (LA decision) Attendance and punctuality are monitored for every child by the Attendance officer – Mrs Sunbal Sherwani. The school purchases support from a local authority Education Welfare Officer who provides advice and meets families as required.
- Make a claim against the responsible body (Chair of Governors or LA) for SEN and disability
- Complain to the SEN and Disability Tribunal for discrimination
- Complain to the LA Ombudsman (Schools and Local Authorities) The full complaints procedure policy is available on the school's website under policies.

35. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **Code of Practice (CofP)**- The new legislation (issued June 2014) around Special Educational Needs for children and young people aged 0-25.
- **Adapt** – when teachers adjust how they teach in response to a pupil's needs
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Review date: January 2025