



Brent Schools Local Offer and Minimum Standards

The SEN reforms require that the local authority publishes a local offer. The local offer includes SEND provision made by schools in the area. Schools are also required to publish a schools offer. This document provides guidance to schools. The first part of this document will be published on the Brent website once it has been agreed by Brent schools. Schools could publish this on their own websites or make reference via a hyperlink to this document.

Brent's SEND strategy

In Brent we are committed to developing inclusive communities which are welcoming to all. Our vision for Special Educational Needs and Disabilities (SEND) as part of this is: "To ensure that all children and young people with SEND and their families have the fullest possible range of support and opportunities available to them in order to improve their life chances and realise their aspirations."

To achieve this we will support mainstream schools in their continuing lead in developing inclusive approaches to education. This will enable more children and young people with SEND to access mainstream opportunities. Through the leadership role of the local authority we'll drive professionals and communities to work together to achieve still greater inclusivity in Brent.

We'll develop our information, advice and guidance services, short breaks offer and other support to family services. Parents and carers will have greater confidence, better access to information and opportunity to participate in decision making and we'll make our SEND processes more flexible and transparent.

We will improve our processes and support from 0-25 years of age so that we can ease the transition from childhood to adulthood. We are ambitious for our children and young people with SEND and the strategy sets out how we will strive to achieve this vision.

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Brent Schools Local Offer and Minimum Standards

1. Brent Minimum Standards – Responsibilities for Schools, Governors¹ and Local Authority

Where a child has SEN and/or a disability (SEND), the responsible body is required to fulfil the following statutory duties under the Children and Families Act 2104.

Schools and Governors must ensure:

- That they use their best endeavours to support young people with SEND and meet their needs in school.
- That where the head teacher or a nominated governor has been informed by the LA that a pupil has SEND, those needs are made known to all that are likely to teach or support that pupil.
- That teachers are aware of the importance of identifying and providing for pupils who have SEND.
- That pupils with SEND are included in all activities of the school (outside the classroom, including school trips) wherever possible and it is practical to do so.
- That they endeavour to make the learning environment accessible for pupils with SEND.
- That they report to parents on the implementation of the school's policy for pupils with SEND.
- That they have due regard to the statutory guidance within the current SEND Code of Practice when carrying out their duties towards all pupils with SEND.
- That parents are notified of a decision by the school that SEND provision is being made for their child.
- The current SEND Code of Practice describes a graduated approach to addressing children's SEND. The Code suggests that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on additional or different interventions.
- That if little or no progress continues to be made, school staff should consider seeking external support. At this stage, external support services should be helping to develop interventions aimed at addressing a child's continuing barriers to achievement.
- That, where necessary, increasingly specialist expertise should be sought to address a child's difficulties.
- That these difficulties are addressed early. The Code is clear that the involvement of external specialists can play an important part in the very early identification of SEND and in advising schools on effective provision designed to prevent the development of more significant needs.

¹ The term governors includes proprietors and management committees of mainstream schools, maintained nursery schools, PRUs and institutions within the further education sector.

- That where a child with SEND continues to make little progress despite the support provided through the school's SEND provision including external support and advice, and there is evidence that the child has high level and severe/complex needs that cannot be met within the resources ordinarily available to school, the school should consider asking the local authority to undertake a statutory assessment of the child's SEND through a request for an education, health and care assessment.

2. Respective Responsibilities of the LA, School and Governing Body

- The policy of the LA and partners is to encourage all Brent schools to provide for children with special educational needs and disabilities in accordance with the Equality Act 2010 and the Children and Families Act 2014.
- It should be remembered that additional resources for children/young people with SEND are provided to supplement schools' own resources and are not instead of them.
- It is not always expected that resources will be delivered on a 1:1 basis with an individual child but rather that there will be effective and flexible deployment of resources according to the child's needs and in consultation with parents. Occasionally 1:1 support will be an appropriate provision.
- Decisions on how best to support children/young people will always take into account the context within which the child is educated and the need for children to develop independence.

3. Funding for Pupils without a Statement of SEN or Education Health & Care Plan (EHCP)

- Schools should make clear to governors and parents the sum of money within the school's budget that has been generated through the school budget formula for SEND. This information is published on the DfE website and the Brent Schools Forum page.
- Where a child has no special educational needs but is disabled and this disability requires reasonable adjustments to be made, it is incumbent on the school to provide these reasonable adjustments and where applicable to provide the necessary equipment/resources to prevent any disadvantage.
- Where children have significant medical needs which require a high level of staffing (which could be deemed an unreasonable adjustment) to maintain their health and safety, schools may apply for medical funding.

Schools must:

- Identify children with SEND and ensure provision is made in accordance with the SEN and Disability Codes of Practice.
- Appoint a SENCO who must have QTS and must attain the National SENCO award within 3 years of being appointed.
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEND.'

- Provide information on school arrangements for SEND to parents and governors.
- Consider pre-emptive arrangements (appropriate in advance) for pupils present and future with a disability and make on-going improvements documented in their accessibility and equality plans.
- Publish on a school website the school's SEN policy and a description of the arrangements and specialist provisions made for children with SEND, including the accessibility plan.

Governors must:

- Appoint a SEND Governor to have oversight of the arrangements for SEND.
- Know how many pupils in the school have SEND.
- Know how much money the school gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND.
- Review and approve the SEND policy and any other relevant policies/plans e.g. disability equality and accessibility plans.
- Monitor the expenditure on SEND.
- Monitor the progress of children with SEND and ensure that the provisions specified in Statements of SEN and EHC Plans are made.
- Ensure that SEN and disability provision is integrated into the school improvement plan.
- Publish on a school website the school SEND policy and a description of the arrangements and specialist provisions made for children with SEND.

The LA must:

- Ensure a sufficiency of provision for pupils with SEND and review it annually.
- Make arrangements for the Education Health and Care needs assessment of pupils with SEND and maintain and review EHC Plans and statements of SEN.
- Publish information on SEND funding and provision.
- Monitor the provision and progress of children with SEND.
- Provide information, support, advice and guidance to parents of children with SEND including the provision of a statutory Parent Partnership Service and Mediation Service.

Consequences: Redress

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:

- The school or LA complaints procedure
- Disagreement resolution service
- An appeal to the SEN and Disability Tribunal following mediation
- A complaint to OFSTED
- A complaint to the LA Ombudsman
- A complaint to the Secretary of State

The Graduated Approach to meeting SEND in Brent Schools

- Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.
- This SEND support should take the form of a four-part cycle (assess, plan, do and review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.
- This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

The Graduated approach can be summarised in the table below :-

| | School provision | Local authority provision |
|--|---|--|
| All children in school | <ul style="list-style-type: none"> • Trained SENCO WITH QTS, who has a direct link to SMT • SEND policy, provision and practice in place • Disability Accessibility and Equality Plans in line with Equality Act 2010 • Information on Inclusion and SEND provided to all parents/carers • SEND governor • SEND development plan • Inclusive ethos and curriculum • Range of teaching strategies and learning opportunities • Range of ICT equipment • Target setting and tracking of progress. | <ul style="list-style-type: none"> • Financial resources delegated by the number of pupils and formula – AWPU • Published strategy, policy and provision • Range of services including: <ul style="list-style-type: none"> ○ School Improvement and Advisory Service ○ Early Years Service ○ Common Assessment Framework ○ Inclusion and Alternative Provision Service |
| Children with SEND (at School Support) | <p>As above plus:</p> <ul style="list-style-type: none"> • Assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual pupils’ physical, | <p>As above plus:</p> <ul style="list-style-type: none"> • Additional resources delegated to schools by formula – AEN/SEND • Consultation with: <ul style="list-style-type: none"> ○ SIS SEN retained service ○ Traded/non-traded services for |

| | School provision | Local authority provision |
|--|---|---|
| | <p>sensory, cognitive barriers; pupils' social emotional needs and other relevant circumstances</p> <ul style="list-style-type: none"> • Additional and different provision such as: <ul style="list-style-type: none"> • Individualised or small group planning • Small group and/or individual support up to and including the financial equivalent of 15 hours/O.5FTE TA support • Increased use of ICT and other special resources • Training of key staff, collaboration with specialists and outside agencies • More detailed planning incorporating specialist information • Individualised programmes in more than one curriculum area • Increased classroom support and small group support • Environmental adaptations. | <p>Behaviour Support, Complex Needs/Physical Disabilities, Specific Learning Difficulties, Connexions,</p> <ul style="list-style-type: none"> ○ Inclusion Support Team ○ Brent Outreach Autism Team ○ Brent Deaf and Hearing Impaired Service ○ Brent Visual Impairment Service ○ Brent Access to Inclusive Technology Service (specialist equipment for children with high level and low incidence needs). ○ Children with Disabilities Team, where appropriate ○ Brent Parent Partnership Service ○ Some schools have access to the local Educational Psychology Service and others purchase EP advice independently. |
| Children with an EHC Plan (or a Statement of SEN in place) | <p>As above plus:</p> <ul style="list-style-type: none"> • Very detailed planning and tracking • Individualised programmes in several areas of the curriculum • Additional small group and individual support • Arranging and delivering the provision specified in an EHC Plan • Arranging the annual review of an EHC Plan (or statement) and submitting recommendations to the LA. | <p>As above plus:</p> <ul style="list-style-type: none"> • Statutory work by Educational Psychology Service • SEN Resource Panel (SENAS) • Funding units for mainstream EHC Plans • Delegation of funding to specialist provision – (planned places in special and mainstream schools) • Coordination of multi-agency statutory assessment • Production of an EHC Plan or Note in Lieu setting out needs and provision. Support for the annual review of EHC Plans. |

School Entitlement Offer to Pupils with SEND (Brent minimum standards)

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| <p>Children and young people (CYP) are assessed on entry into school and information is gathered from parents/carers and professionals to inform any additional or specialist provision to reduce any negative impact on pupil success. Children whose needs require additional specialist support beyond that which is normally provided, are identified as having SEND, within their first term.</p> | <p>Under the Equality Act 2010, education settings must welcome children with SEND and not discriminate against them in any way regarding admission including the initial visit to the school. Schools are also required to take steps and make reasonable adjustments to ensure that disabled children and young people are not placed at a disadvantage in terms of access to the learning environment. This includes the provision of auxiliary aids and services as required. This duty is anticipatory.</p> |
| <p>1. Communication and Interaction Needs e.g. speech, language and communication needs; autistic spectrum disorder</p> | |
| <p>a. CYP with SEND are identified and their needs assessed.</p> | <p>The school has an effective assessment process which identifies barriers to learning and provides appropriate action to reduce any negative impact on pupil success. With parental consent, children of primary age may be referred to the speech and language therapy service (SLCN) and, if diagnosed on the autism spectrum, to Brent Outreach Autism Service (BOAT). Advice and interventions are suggested by these specialist services which are implemented by school staff.</p> |
| <p>b. The curriculum, teaching and learning environment are adapted to meet children’s needs.</p> | <p>The curriculum is adapted and changed to meet the needs of all in the class. A rich oral language environment is created. A range of small group targeted intervention programmes are available. Adaptations are made to the physical environment e.g. work-station and quiet zones. Noise is minimised and managed effectively. If there are insufficient acoustically-treated learning spaces available, then the school’s accessibility plan shows how this will be achieved within three years. Reasonable adjustments are made for all disabled children.</p> |
| <p>c. There is access to equipment, ancillary aids and assistive technology.</p> | <p>Augmentative and alternative communication systems are employed where necessary e.g. Makaton, PECs. Visual timetables and prompts are consistently used where necessary. Ancillary or auxiliary aids and assistive technology are provided to facilitate ease of communication and recording e.g. IT apps/software.</p> |
| <p>d. Pupils are enabled to develop independence and prepare for adult life.</p> | <p>Individual plans for SEND children with communication and interaction difficulties actively promote the development of independent learning. Pupil voice is captured which informs provision. Children are supported to develop social</p> |

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| | relationships. Insights about particular sensibilities are gained from parents and young people themselves. |
| 2. Cognition and Learning Needs eg. moderate learning difficulties and severe learning difficulties | |
| a. CYP with SEND are identified and their needs assessed. | Children with learning difficulties are identified and assessed within school. With parental consent, children might be referred to the Educational Psychology Service for more in-depth assessment. Advice and interventions are suggested by the SENCO/EP and any other professionals and these are implemented by school staff. |
| b. The curriculum, teaching and learning environment are adapted to meet children's needs. | The curriculum is adapted and changed to meet the needs of all in the class. There is more detailed differentiation and learning goals are set out in smaller steps to ensure success. A range of small group targeted intervention programmes are available. More practical activities are planned to enable the development of more abstract concepts. Adaptations are made to the physical environment e.g. interactive displays. Multisensory teaching approaches are employed. Teaching resources are accessible and appropriate. Noise is minimised and managed effectively. Reasonable adjustments are made for all disabled children. |
| c. There is access to equipment, ancillary aids and assistive technology. | Augmentative and alternative communication systems are employed where necessary e.g. Makaton. Visual timetables and prompts are consistently used where necessary. Ancillary or auxiliary aids and assistive technology are provided to facilitate ease of communication and recording e.g. IT apps/software. |
| d. Pupils are enabled to develop independence and prepare for adult life. | Individual plans for SEND children with cognitive difficulties actively promote the development of independent learning. Appropriate learning goals ensure active engagement in lessons and prevent over-reliance on other adults. Small group work on social skills, peer group support and regular and positive feedback on progress is given. |
| 3. Social, Emotional and Mental Health Needs | |
| a. CYP with SEND are identified and their needs assessed. | Children with SEMH Needs are identified and assessed in school. The school might need to seek additional advice and support from outside agencies. Interventions are implemented by school staff, reviewed and revised for effectiveness. There should be a strong evidence base for any interventions offered. Pastoral support may include access to counselling sessions. Specialist advice should be sought where necessary particularly for those children who are vulnerable and at risk of exclusion. This may be obtained through agencies such as the TAMHS Project, the Inclusion Support Team. If these interventions have not been effective. |
| b. The curriculum, teaching and | |

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| <p>learning environment are adapted to meet children’s needs.</p> <p>c. There is access to equipment, ancillary aids and assistive technology.</p> <p>d. Pupils are enabled to develop independence and prepare for adult life.</p> | <p>The school might suggest that the parents ask their GP for a referral to CAMHS or the school might commission specialist CAMHS services directly.</p> <p>The curriculum is sensitively adapted and changed to meet the needs of all in the class. A range of small group targeted intervention programmes are available eg. to promote social skills and emotional resilience. Adaptations are made to the physical environment eg. Time-out areas. Behaviour at break times is monitored and vulnerable children are actively supported to build relationships and engage in positive activities. Circle time and the PSHE curriculum ensure that peer friendships are encouraged and that no pupil feels isolated. Noise is minimised and managed effectively. The behaviour policy, based on a positive approach, is consistently implemented by all school staff. Reasonable adjustments are made for all disabled children.</p> <p>Visual timetables and behaviour charts/plans are consistently used where necessary. Ancillary or auxiliary aids and assistive technology are provided to motivate and facilitate ease of communication and recording eg. IT apps/software.</p> <p>Individual plans for children with SEMH Needs actively promote the development of independent learning. Appropriate learning goals ensure active engagement in lessons, support good self esteem and prevent disaffection.</p> |
| <p>4. Sensory and Physical Needs e.g. hearing impairment, visual impairment, multi-sensory impairment, physical and medical needs</p> | |
| <p>a. CYP with SEND are identified and their needs assessed.</p> <p>b. The curriculum, teaching and learning environment are adapted to meet children’s needs.</p> | <p>With parental consent, children are referred to Brent Deaf and Hearing Impaired Service (BDHIS) or to Brent Visual Impairment Service (BVIS). Most children are already known to Health professionals. Schools may choose to seek advice from the Complex Needs Consultant. Advice and interventions are suggested by these specialist services which are implemented by school staff. This includes the provision of specialised equipment and adaptations to the physical environment as well as to the curriculum and learning resources.</p> <p>The curriculum is adapted and changed to meet the needs of all in the class. A range of small group targeted interventions and individual therapy programmes are available. Teaching assistants with expertise in these areas of SEND are available. Adaptations are made to the physical environment eg. enhanced contrast, lighting, displays. Accessible toilet facilities are available and privacy and dignity is a basic</p> |

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| <p>c. There is access to equipment, ancillary aids and assistive technology.</p> <p>d. Pupils are enabled to develop independence and prepare for adult life.</p> | <p>expectation for children with physical/medical conditions. Noise is minimised and managed effectively. Adaptations are made to ensure that schools are compliant with acoustic regulations (Building Bulletin 93, section 6) and lighting regulations (Building Bulletin 90). Where there are insufficient acoustically-treated learning spaces available for deaf children, and no dedicated changing/hygiene area for children with physical/medical conditions, then the school's accessibility plan shows how this will be achieved within three years. Where children require specialist therapy programmes and other interventions eg. phonics for deaf children, Braille, sign language, physiotherapy, then schools facilitate these. Reasonable adjustments are made for all disabled children so that they are not at a disadvantage compared to their non-disabled peers.</p> <p>Teachers and other staff consistently use microphones/transmitters and specially adapted resources and materials. Children with sensory and physical needs are never put at a disadvantage because work has not been made accessible for them in a lesson. Sign language is used where necessary. Ancillary staff such as BSL interpreters and VI assistants works closely with teachers to plan and support access to the curriculum. The needs of these children are actively planned for in all areas of school life.</p> <p>Support plans for SEND children actively promote the development of independent learning and of management of their physical/medical conditions, aids, mobility equipment and assistive technology eg. personal hearing aids, FM systems, IT software.</p> |
| <p>5.All Children with SEND (including all above)</p> | |
| <p>e. The emotional and social development of SEND children is addressed.</p> <p>f. Pupils' progress is regularly assessed and reviewed.</p> | <p>Steps are taken to ensure that the views of children with SEND are sought and acted upon. Measures are taken to prevent bullying and promote awareness. Social stories are effectively used where necessary. Peer support and access to role models is facilitated. School counselling services are available for these children where applicable. Specialist advice is sought where necessary particularly for those children who are vulnerable and at risk of exclusion. This may be obtained through agencies such as the TAMHS Project, the Inclusion Support Team or the local CAMHS service.</p> <p>Child-friendly pupil profiles and needs-based individual plans are drawn up and pupils, parents and staff are all involved in the formulation, review and implementation of these</p> |

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| <p>g. Pupils are supported in moving between phases.</p> | <p>documents. Termly progress tracking meetings take place with the SENCO at which the impact of interventions is reviewed and revised. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.</p> <p>Pupils with SEND have access to a planned transition programme and visit days with their new school. Sometimes a book with information about their new school and its staff is devised. Transition to new teachers within the same school is carefully organised to minimise difficulties.</p> |
| <p>h. Expertise is secured among teachers and other professionals to support CYP with SEND</p> | <p>The class or subject teacher should remain responsible for working with the child on a daily basis. Where interventions take place away from the class/subject teacher, they should still retain responsibility. They should work closely with TAs or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. All staff which work with SEND children are trained in meeting their specific needs eg. learning from tailored materials or in-service training. In addition to SENCOs, teachers and TAs are given release time to regularly meet with visiting specialist teachers, psychologists and therapists, to receive feedback and incorporate their advice into lessons.</p> |
| <p>i. The effectiveness of any provision made is assessed and evaluated regularly.</p> | <p>Support and intervention provided should be selected to meet the outcomes for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Whole school policies are evaluated annually to ensure inclusion and progress for SEND pupils. Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes and the LA's SEND audit programme.</p> |
| <p>j. All children are provided with access to mainstream facilities and extra-curricular activities.</p> | <p>Children are included with their mainstream peers unless a particular intervention requires withdrawal. CYP with SEND are actively supported to access extra-curricular activities eg. after-school clubs.</p> |
| <p>k. The development and progress of CYP with SEND is shared with parents/carers.</p> | <p>Parents are informed when their child is identified as having SEND and collaborated with regarding the associated provision. Termly meetings are arranged to discuss and review targets and agree appropriate interventions. Parents are actively encouraged to support shared goals at home.</p> |

Parent Information: School SEND offer (example from pathfinder)

All Brent maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. The local authority has described their local offer for children with SEND in Brent schools at www.brent.gov.uk.

We (NAME) are a fully inclusive school which ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

Children at (NAME) make good progress and achieve in line with other schools nationally with SEN. Other useful documents such as our SEND/ inclusion policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at (NAME) then please do not hesitate to contact us directly.

Please see below the XXXX School SEND Offer. This is an example from the pathfinders and should be adapted for your school and not replicated as shown. The following questions should be used to develop a school's individual SEND Offer. A good example can be found at http://issuu.com/reallyhealey/docs/final_send_offer

1. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the teacher in charge of SEND (SENCO). If you are still not happy you can speak to the school SEND Governor.

2. How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning.

3. How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Brent LA, includes money for supporting children with SEND.
- The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.
- The head teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

4. Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Two Learning Mentors

- Family Liaison Officer
- Highly trained Teaching Assistants
- Additional Speech and Language Therapy input to provide a higher level of service to the school.

Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy for those children with a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level (primary only)

5. *How are the teachers in school helped to work with children with SEND and what training do they have?*

- The SENCO's job is to support the class teacher in planning for children with SEND.
- 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 ASD and 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 eg. from BOAT. There are also online training materials such as the Inclusion Development Programme.

6. *How will the teaching be adapted for my child with SEND?*

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt or modify the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

7. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a level given in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet at age-appropriate levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and Year 6 results are published nationally.
- Children at School Support will have an individual support plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

8. What support do we have for you as a parent of child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual support plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Parent Partnership and to other parent support groups.

9. What support is there for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. The staff believes that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class/form teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore this would be the parents' first point of contact. If further support is required the class teacher

liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

10. How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. It is published on our website.
- Parents need to contact the class teacher if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis the admin staff generally oversees the administration of any medicines.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

11. How is XXX School accessible to children with SEND?

- All children will have an assessment on entry to the school.
- The building is accessible to children with physical disability via ramps. The ground floor of the XXX building is accessible to those with physical disabilities.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- The acoustics in the teaching areas have been improved to meet BB93 standards
- The lighting in the teaching areas has been improved to meet BB90 standards

12. How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.

- If your child would be helped by a book to support them in understanding moving on then it will be made for them.
- In Year 6/11:
 - The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
 - We write social stories with children if transition is potentially going to be difficult.
 - When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' school runs a programme specifically tailored to aid transition for the more vulnerable pupils.
 - We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
 - If your child has an EHC Plan an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend.

13. How will my child be able to contribute their views?

- We are a Rights Respecting School where we value and celebrate each child being 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.
- Children who have individual support plans discuss and set their targets with their class teacher.
- 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.
- There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.
- If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them.

14. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific

issues, put relevant support in place and set targets. As a result of the support we give, our rate of exclusions has drastically reduced over the past year.

- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported upon to the head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

16. How are the school's resources allocated and matched to children's SEND needs?

- We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving an LSA.

17. What specialist services and expertise are available at or accessed by the school?

- Our SENCO is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for HI/VI/ASD, the Behaviour Support Team; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational

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| therapists; Social Services including locality teams, and social workers. |
| 18. What training has the staff supporting children with SEND had or is currently having? |
| <ul style="list-style-type: none"> • We have a member of staff trained as an XXX who receives regular support from the educational psychologist. • Another member of staff has had training in delivering speech & language programmes from speech & language therapists. • A number of teachers and LSAs are Team Teach trained to support children with behavioural difficulties. • All of our LSAs have had training in delivering reading and spelling / phonics programmes. |
| 19. What If I need to complain? |
| <p>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:</p> <ul style="list-style-type: none"> • The school's or LA's complaints procedure • The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider) • Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint) • An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement • A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure) • Complaint to the Secretary of State (against schools or LAs) |

NB. There is also a requirement on schools to publish an annual SEN Information Report. This should include detailed information about the school's arrangements for identifying, assessing and making provision for pupils with SEN.

Governing bodies and proprietors MUST also publish information annually about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plans.

(An accessibility plan sets out how a school plans to increase access, for disabled pupils, to the curriculum, the physical environment and to information. It must be reviewed and revised every three years).