



# Brentfield Primary School

Children of Today, Champions for Tomorrow

## SEND Information Report

Head Teacher	Mrs N. Harmer
Person Responsible	Ms S. Rawat
Review Date	September 2020

Last updated October 2019

Total number of SEND	85 (16.63%)
SEN Support	74 (14.48%)
EHCP	11 (2.15%)

This document is intended to give you information regarding the ways in which we support our pupils with special educational needs and disabilities, in order that they make good progress in all areas.

Other useful documents such as our SEND Policy and Accessibility Plan are available on the school website. If you would like further information about what we offer here at Brentfield Primary School, please do not hesitate to contact us directly.

## What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## How do we identify and assess pupils with SEND?

In order to achieve the best possible outcomes for our pupils, we believe in early identification and support. Identification of need may arise from:

- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress (progress has significantly slowed or stopped and the interventions and resources put in place does not facilitate improvement)
- Feedback and referrals from teaching staff, parents, and external agencies and transition information passed on from nursery/early years/previous schools.

To obtain further information about a child’s difficulty we may use various assessments tools or we may undertake close observations of behaviour. Such tools are routinely used by professionals such as the Speech and Language Therapist or general teaching staff.

## What types of SEND do we provide for?

Additional and/or different provision is provided for pupils with a range of needs, including:

1. **Cognition and Learning** – Moderate learning difficulties; Specific learning difficulties e.g. dyslexia, dyspraxia.
2. **Sensory, Medical and Physical** – e.g. hearing impairment, sensory processing difficulties, epilepsy.
3. **Communication and Interaction** – e.g. autistic spectrum condition, selective mutism, speech and language difficulties.
4. **Social, Emotional and Mental Health** – e.g. attention deficit hyperactivity disorder, anxiety.

## How will we let you know that we have any concerns about your child’s learning in school?

If your child is 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
- consider any referrals to outside professionals to support your child's learning or behaviour.

### **Who can young people and parents contact if they have concerns?**

1. If you have concerns about your child's progress you should initially, speak to your child's class teacher. Your child's teacher can be contacted by speaking to him/her at the end of a school day to arrange an appointment or telephoning the school.
2. If you are concerned that your child is still not making progress, you should speak to the teacher in charge of SEND also known as the special needs and disabilities co-ordinator (SENDCo).
3. If you continue to feel that your child is still not making progress, you should speak to the head teacher or the school SEND Governor. The headteacher can be contacted via the school office or by telephoning the school for an appointment. Contacting the SEND governor should be done through written communication via the school office.

### **Who is our special educational needs and disabilities co-ordinator (SENDCo) and SEND Governor?**

The SENDCo at Brentfield Primary is Ms Rawat. She can be contacted on the main school number: 0208 965 5326 or at [admin@brentfield.brent.sch.uk](mailto:admin@brentfield.brent.sch.uk). The governor responsible for SEND is Mrs A. Ali.

### **What is our approach to teaching pupils with SEND?**

At Brentfield School, we are committed to providing an appropriate and high-quality education to all pupils. Our core values of Belonging, Responsibility, being Aspirational, Valuing diversity and Empowerment (BRAVE) weave through all we do. We instil a sense of belief that children can be creators of their own destiny.

We believe that educational inclusion is about equal opportunities for all. This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Inclusion is at the heart of everything that we do.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We provide pupils with SEND with:

- Additional adult support, where appropriate, to complement the work of the teacher.
- Opportunities for small group work.
- Personalised provision where appropriate through targeted, time-limited programmes such as Catch Up Literacy and phonics training.
- Personalised provision through adapted/additional resources.

### **How do we adapt the curriculum and learning environment?**

All teachers are provided with information about the needs of individual pupils so that they can differentiate the learning within the curriculum to ensure that all pupils make progress by for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. This may also entail using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.

Where physical adaptations are required we endeavour to work with external professionals to ensure that the environment is accessible and not a barrier.

### **How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?**

Children are encouraged to participate in all aspects of the school curriculum. If required, adaptations are made or additional adult support is provided to engage learners.

A risk assessment is carried out prior to any off-site activity to ensure that health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities which will cover the same curriculum areas will be provided in school.

Further details regarding our provision for pupils with SEND can be found in our accessibility plan.

### **How do we consult parents of pupils with SEND and involve them in their child's education?**

- 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 that similar strategies can be used.
- The SENDCo 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 and with person involved directly, or where this is not possible, in a report.
- Where written, individual support plans will be reviewed with your involvement each term.
- Home-learning will be adjusted as needed to your child's individual needs.
- A home-school link 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.
- Regular 'in-house' parent workshops/coffee mornings and information events will be held in response to areas of need and to share information relating to Inclusion.

### **How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?**

To secure the best outcomes for our pupils we routinely seek the advice and support of external professionals. We will always seek your permission before any referral is made and where possible, opportunities are created for you to discuss your thoughts and views with the relevant professionals.

Directly funded by the school:

- Place2Be counselling service
- School counsellor - Psychotherapist
- Speech and Language Therapist (commissioned via NHS)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Educational Psychologist
- Occupational Therapist

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)
- 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 for pupils with an EHCP or diagnosis
- Speech and language therapy at School Support level

### **How do we consult pupils with SEND and involve them in their education?**

- 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. School council representatives are elected by the pupils and are reflective of the whole school population including pupils with SEND.
- All children are encouraged to set realistic yet challenging targets based on a growth mindset. Pupils with an individual support plan contribute alongside their parents to its development.
- The viewpoints of children are actively sought through pupil voice interviews.
- Children are encouraged to share views and concerns with class adults and/or any adult they feel comfortable talking to.
- If your child has an EHC Plan their views will be sought before any review meetings and, where appropriate, they will be invited to the review meeting.

### **How do we assess and review pupils' progress towards their outcomes?**

- Pupil attainment and progress is continually monitored by class teachers with assessment collection taking place every half-term for all pupils.
- Outcomes vary from pupil to pupil and may cover aspects of communication, language, social, emotional and mental health.
- For pupils with higher needs, progress against targets and expected outcomes will also be monitored through their individual support or therapy plans. This will be informed by the views of the pupil, parents, learning support and class teacher. The assessment information from teachers will indicate whether adequate progress is being made and whether further support strategies are required.
- In addition to the above, for pupils with an EHC plan, there will be an annual review of the provision made for the child, which will enable an evaluation of its effectiveness in progress towards outcomes.

### **How do we support pupils moving between different phases of education?**

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 SENDCo and ensure he/she knows about any special arrangements or support that needs to be put in place 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 transition meeting will take place with the new teacher. All support plans will be shared with the new teacher.
  - If required, a transition booklet will be created with details of your child's new class and key adults.
  
- In Pre Secondary (Year 6):
  - Your child will participate in learning activities about aspects of transition to support their understanding of the changes ahead including opportunities to work with the school counsellor or Place2Be.
  - We write social stories with children if transition is potentially going to be difficult.
  - We arrange additional visits specifically tailored to aid transition for more vulnerable pupils and where feasible, invite professionals from secondary schools to visit pupils at Brentfield.
  - 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.

### **How do we support pupils with SEND to improve their emotional and social development?**

We are an inclusive school; we welcome and celebrate diversity. We believe that a child being resilient and secure is crucial to their mental health and well-being. As part of our commitment to providing a nurturing environment we deliver a whole school well-being curriculum through iSpace. All children are encouraged to develop the resources needed to deal with emotional challenges.

- The class 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 SENDCo for further advice and support. This may involve working alongside internal colleagues such as the school therapeutic team, pastoral manager, specialist teaching assistants or outside agencies such as health and social care, and/or specialist educational services.
- During lunchtime, all Key Stage 2 pupils are given the opportunity to self-refer for drop-in sessions to see the school counsellor or Place2Be counsellor. For more complex issues, pupils are offered one-to-one sessions with counsellors.
- The speech and language therapy team within the school also run social skills groups for targeted pupils.
- The school also has a Nurture Group which is led by a qualified Nurture accredited teacher and Teaching Assistant and runs over the course of 4 afternoons per week.

We have a zero tolerance approach to bullying and believe that support should be offered to both the target and bully to limit the possibility of incidents reoccurring.

### **What expertise and training do our staff have to support pupils with SEN?**

- The SENDCo is fully qualified and accredited with the National SENDCO Award.
- The school has an on-going training programme for all staff to improve the teaching and learning of children including those with SEN and disabilities. This includes whole-school training on SEND issues such as behaviour and speech and language difficulties.
- Individual teachers and support staff attend training courses run by external agencies that are relevant to the needs of specific children in their class e.g. hearing impairment.

There are also online training materials such as the Focus on SEND Programme that staff are encouraged to use.

- The school also utilises the expertise of professionals working within the school to provide bespoke training packages to suit the training needs of its staff according to school priorities.
- We have a qualified teacher delivering the Reading Recovery programme and nurture group.
- We have 2 learning support assistants trained to deliver 'Catch up' Literacy and Numeracy.
- All staff have received training in delivering the iSpace Well-being curriculum to support and promote emotional and mental health.
- We have an experienced learning support assistant delivering speech and language intervention to pupils with high language needs. Additionally we have an experienced SEND learning support assistant who supports in the promotion of positive behaviour.
- We have 10 learning support assistants who are first aid trained.
- We have 6 members of staff who have had accredited MAPA training to support managing escalating behaviour in a safe and professional manner.

### **How will we secure equipment and facilities to support pupils with SEND?**

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 hearing impairments/visual impairments/Autistic Spectrum Disorders, Brent Inclusion Service; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; social care services including locality teams, and social workers.

Where needed we seek to make reasonable adjustments and adaptations through the recommendations of our professional partners. This may involve the purchasing of specialist equipment.

In response to growing need, the school have created a small sensory space to support pupils with sensory modulation difficulties.

### **How do we evaluate the effectiveness of our SEND provision?**

The effectiveness of the school's provision for pupils with SEND is evaluated through the schools on-going monitoring cycle by the Senior Leadership Team and Governors. This includes:

- Termly pupil progress meetings and analysis of this data
- Learning walks and pupil voice
- Audit of curriculum areas
- Audit of provision and interventions through impact data
- Lesson Observations
- Structured conversations

### **How do we handle complaints from parents of children with SEND about provision made at the school?**

The usual arrangements for the treatment of complaints at Brentfield Primary School are used for complaints about provision made for special educational needs and disability. We encourage parents to discuss their concerns with the class teacher, SENDCo, Year Group Leader, or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

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'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 SEND 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)

### **What support services are available to parents?**

For independent and impartial information, advice, and support to the parents and carers of children and young people who have, or who may have, a special educational need or disability contact the Brent Information and Advice Service (SENDIASS) on 020 8937 3434 or via email [sendias@brent.gov.uk](mailto:sendias@brent.gov.uk)

### **Where can the LA's local offer be found?**

The local authority has described their local offer for children with SEN and disabilities in Brent schools [here](#).