



SEND Information Report & School Offer

2024-2025

Date of policy: February 2025

Date of next review: February 2026

Signed: Mr Mitchell Clark:  (Chair of Governors)

Signed: Mr Simon Pile:  (Headteacher)

Reviewed by Curriculum Committee to be agreed by the Governing Body on 23rd April 2025 as recorded in the Governing Body meeting minutes of that date.

Contents

1. Aims	4
2. Legislation and guidance	4
3. Definitions	4
4. Roles and responsibilities	4
5. SEND information report	6
6. Monitoring arrangements	10
7. Links with other policies and documents	10

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We are an inclusive school and we ensure that all pupils achieve their full potential in terms of their social, emotional academic and personal development. This document is intended to give you information regarding the ways in which we ensure that we support all 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.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
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Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Elaine Barrett and the Designated Safeguarding Lead is Miss Justine Callaghan (Deputy Headteacher) They will:

- Work with the Deputy Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Deputy Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.
- Work with the Deputy Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Deputy Headteacher

The Deputy Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers & Staff

Each class teacher is responsible for:

- Quality First Teaching.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Two members of the Inclusion Team are Elklan trained.
- Current SENDCo is undertaking NASENCO Award training.

5. SEND information report

5.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to or moving from, including visits where appropriate. Prior to the general transition day within the school, children with SEND meet with their new teacher and LSA and visit their classroom.

5.5 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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

We will also provide the following interventions and the outside agencies we work with:

Communication and Interaction	Whole school ethos and practice for all children	Support for pupils with additional needs
Autistic spectrum disorders (ASD)	Structured day Now and Next teaching Positive behaviour management strategies. Learning style understood. Differentiation. Rewards and sanctions. Communication with parents	Key teacher or Learning Support Assistant 1:1 or Small group targeted interventions ICT and additional resources used to reduce barriers Alternative communication systems – Makaton sign Visual timetable- work stations- noise is minimised Parents involved in learning plan. Advice and input from Brent Outreach Autism Team (BOAT)
Speech language and communication needs (SLCN)	Communication, speaking and listening training. All staff trained in relevant strategies including The Communication Keys.	Speech and Language Therapy (SALT) interventions, assessment, reports and programmes provided for class teacher and learning support assistants (LSA) SALT programmes delivered by trained LSA's. Extended provision through class based support. Alternative communication systems training opportunities through Brent: Makaton, Picture Exchange Communication Systems (PECS), Lego therapy groups and social skills groups. Dyslexia support using bespoke learning plans, NELLY, Chromebooks and other initiatives.
Cognition and Learning	Whole school ethos and practice for all children	Support for pupils with additional needs
Mild to Moderate Learning difficulties (MLD) Severe Learning difficulties (SLD)	Differentiation as standard Teaching resources are accessible and appropriate Multi-sensory approach to learning Interactive environment and reasonable adjustments made to remove barriers to learning	Curriculum is adapted to meet the needs of pupils: scaffolded resources, writing template, simplified vocabulary lists, & numicon Targeted intervention programmes to support specific difficulties e.g. Working memory, Foundation number skills and concepts Behaviour management plans Social skills groups. Lunch time supervision Independent learning specific goals- short steps including opportunities for pre-teaching and over learning Active engagement monitoring and LSA hands off approach

Social Emotional and Mental Health Needs	Whole school ethos and practice	Support for additional needs
<p>Social, emotional and mental health needs (SEMH) Could include: Attention Deficit Disorder (ADD) Attention Deficit and Hyperactivity Disorder (ADHD)</p>	<p>Identification and assessment in school of any SEMH needs Additional advice and support sought from outside agencies Adaptations to curriculum Supported to build relationships and engage Circle time/PSHE curriculum Positive behaviour policy Mentoring Programs</p>	<p>Interventions are implemented, reviewed and revised Work with parents to refer and secure support through the child and Adolescent Mental health Service (CAMHS) either directly or through the GP, Brent Behaviour Support Service, Alternative education and Inclusion Service (AEIS) and Family Solutions through the Family Front Door service at Brent (MASH) Targeted intervention to promote social skills and emotional resilience Adaptations to physical environment e.g. time out, privacy boards, headphones, sensory support aids Monitor and support in unstructured time e.g. breaks/lunch Family Group for targeted support programmes Counselling Services in line with needs Close links with Three Trees Family Well-Being Centre and WEST</p>
Sensory and Physical Needs	Whole school ethos and practice	Support for additional needs
<p>Sensory and Physical needs- including : Hearing and Visual impairments Multi-sensory and or physical and medical needs</p>	<p>Referrals to Brent Hearing Impairment Service (BHIS) or Brent Visual Impairment Service (BVIS) and provision of specialised equipment. Referrals to Brent Paediatric Occupational Therapy (OT) or Physiotherapy (PT) Services. Curriculum is adapted to meet all physical needs wherever possible</p>	<p>Targeted intervention and specialist individual therapy programmes as advised by external agencies and Inclusion team Learning support assistants with relevant expertise to deliver interventions such as Sensory circuits programme, programmes for developing gross, fine motor skills and handwriting groups Adaptations to physical environment- e.g. enhanced contrast displays (visual) and noise reduction adaptations (sound absorption works) Appropriate furniture provided and or adapted Staff consistently use adapted resources and LSAs work closely with teachers to support access to the curriculum Accessibility around the school addressed and improved Disabled toileting facilities reviewed Addition support staff provided to accompany children on trips including swimming Trained staff for diabetes, asthma, allergic reactions</p>

5.6 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term (Individual Support Plan – ISP)
- Reviewing the impact of interventions after 10 weeks
- Using pupil views sheet
- Monitoring by the Inclusion Team
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Pupil Progress meetings to inform progress

5.7 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher or Deputy Headteacher in the first instance. They will then be referred to the School's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.8 The local authority local offer

Our local authority's local offer is published here: <https://www.brent.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Safeguarding Policy
- Accessibility plan
- Behaviour Policy

- Anti-bullying Policy
- Intimate Care Policy
- Physical Restraint Policy
- Health & Safety Policy
- Equality information and objectives
- Policy for First Aid and Administering Medication
(Including EYFS and Pupils with Medical Conditions)

Policy will be reviewed: February 2026