



# Preston Park Primary School

## Parent information: Special Educational Needs and Disabilities (SEND) Offer and Information report

Updated October 2017

If you have any difficulties understanding or accessing this document or you would like to discuss any issues further, please contact Aine McCorry or Kerry McFarlane (0208 904 3602) and we will be happy to assist you with your query.

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All Brent maintained schools have a similar approach to meeting the needs of pupils with special educational needs 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 special educational needs being met in a mainstream setting wherever possible where families want this to happen.

Preston Park is a fully inclusive school. We endeavour to ensure 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 support our pupils including those with SEND, 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 modified to meet the changing requirements for individual children.

Children are identified as having SEND 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 and individualised plans and pupil profiles which help support their development and accelerate progress.

Other useful documents such as our SEND policy and Disability Access Plan are available on the school website. If you would like further information, please contact us directly.

There are many SEND terms that are abbreviated and can lead to confusion so we have provided a glossary of the most used SEND terms.

### **SEND Glossary**

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behaviour Emotional and Social Difficulties
B.O.A.T	Brent Outreach Autism Team
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
EHCP	Education and Health care Plan
EP	Educational Psychologist
HI	Hearing Impairment
ISP	Individual Support Plan
LAC	Looked After Child
MLD	Moderate Learning Difficulties
OT	Occupational Therapist
PMLD	Profound and Multiple Learning Difficulties
SALT	Speech and Language Therapy / Therapist
SLCN	Speech, Language and Communication Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SEND COP	Special Educational Needs Code of Practice
SEN Support	Special Educational Needs Support
SpLD	Specific Learning Difficulties
VI	Visual Impairment

In 2017 Preston Park had 14.9% of pupils on the SEND register (some children will be on for multiple reasons). Please find more information of the types of needs on the SEN list below:

### **Summary of SEND**

<b>SEND status</b>	<b>No. of pupils</b>	<b>% of pupils</b>
Total number of pupils on roll	797	
SEN Provision - Education, health and care plan (code E)	12	1.5%
SEN Provision - Statemented (code S)	3	0.4%
SEN Provision - SEN support (code K)	104	13%
Total number of pupils with SEN (codes E, S and K)	119	14.9%

### **Summary of SEND need type**

<b>Code</b>	<b>Description</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>% of pupils</b>
SPLD	Specific Learning Difficulty					11	14	3	5	27.7%
MLD	Moderate Learning Difficulty	1	3	3	1	3	2	3	4	16.9%
SEMH	Social, emotional and mental health					13		5		15.1%
SLCN	Speech, Language and Communication Needs	2	8	6	6	15	15	17	12	68%
MSI	Multi-sensory Impairment		1	2	1	1	1			5%
HI	Hearing Impairment						2			1.6%
ASD	Autistic Spectrum Disorder	1		3	1	1	1			5.8%
PD	Physical Disability							1		0.8%
VI	Visual Impairment							1		0.8%

The questions you see on the following pages, were devised in consultation with parents/carers and other agencies and reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

*Below is Preston Park School's response to these questions;*

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

Firstly, you would speak with the class teacher.

### **Class teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work and additional support).
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults and specially planned work and / or resources.
- Ensuring that the school's SEND Policy is followed in their classroom.

If you continue to have concerns, you may speak with the SENCO.

### **SENCO**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapist etc
- Updating the school's SEND Register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are accurate records of your child's progress and needs.
- Providing specialist advice and support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

If you feel that your concerns are still not being addressed, you may speak with the SEN governor.

### **SEN Governor**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

## How will school let me know if they have any concerns about my 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 listen to any concerns you may have, plan additional support for your child and discuss with you any referrals to outside professionals to support your child's learning.

## How is extra support allocated to children?

- The school budget, received from Brent LA, includes money for supporting children with SEND
- The head teacher decides on budget allocation for SEND in conjunction with the school governors, on the basis of the needs in the school.
- The head teacher and the SENCOs discuss the information they have about SEND in the school including:
  - ✓ Children receiving extra support
  - ✓ Children needing extra support
  - ✓ Children identified as not making as much progress as would be expected
- They then decide what resources, training and support is needed. All resources, support and training are regularly reviewed and are changes made as needed.

## Who are the other people providing services to children with SEND at Preston Park Primary School?

- Teaching and Learning Support Assistants
- Specialist Speech and Language Learning Support Assistant
- Volunteer readers
- Brent Inclusion Team
- Children with Disabilities team
- Brent Outreach Autism Team (BOAT)
- Education Psychology Service
- Brent Deaf and Hearing Impaired Service
- Brent Visual Impaired Service
- Complex Needs consultant
- Specific Learning Difficulties Consultant
- Speech and Language Therapy Service (provided by health but paid for by the local authority)
- School Welfare Officer
- Physiotherapy Service
- Occupational Therapy Service
- Social Services
- CAMHS (Child and Adolescent Mental Health Service)
- BANG edutainment

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

- The SENCO supports the class teacher in planning for children with SEND
- The school has a training programme for all staff to improve the teaching and learning of children including those with SEND, including Speech, Language and Communication Needs, Autistic Spectrum Disorder and Quality First Teaching in the classroom.

## How will teaching be adapted for my child with SEND?

- Your child may have a Learning Passport or an Individual Support Plan that sets out individualised targets, their strengths and how to support them.
- When a pupil has been identified with special educational needs, their work will be differentiated by the class teacher to help them access the curriculum more easily.
- Your child may take part in a small group or 1-1 intervention which has been specifically chosen in order to help meet their individual needs.
- Teaching and Learning Support Assistants may be appointed to work 1-1 with a child with an Education and Health Care Plan or to work with a small group of children to target more specific needs.
- Specially trained support staff can adapt or modify the teachers planning to support the needs of your child where necessary.
- If appropriate, specialist equipment will be given to the child; e.g. writing slope, specialist pens/pencils or mats for sitting on.

## How will we measure your child's progress in school?

- Your child's progress is continually monitored by the class teacher
- His/Her progress is reviewed formally every term and a performance indicator is given for reading, writing, numeracy, speaking and science
- If your child is in year 1 and above but is not yet working on the national curriculum, a more sensitive assessment tool is used which shows their attainment in more detail and will show smaller but significant steps of progress. This assessment tool is called 'P levels'
- If your child is on an intervention programme then their progress will be measured through the whole school provision and intervention map which measures progress for the duration of the intervention
- The progress of children with a statement of SEND or an EHC Plan is formally reviewed at an annual review meeting once a year

## What support do you have for parents/carers of a child with SEND?

- The class teacher is regularly available to discuss your child's progress, any concerns you may have and to share information about what is working well in school
- 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 directly involved, or where this is not possible in a report

- As a parent you have access to Brent SENDIAS (Special Educational Needs and Disabilities Independent Advice Service based at the Civic Centre, Wembley)

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

The school offers a wide variety of support for those children facing emotional and social difficulties; these include:

- The class teacher who has overall responsibility for the pastoral, medical and social welfare of every child in their class. This would be your first point of contact
- The school SENCO who works alongside outside agencies such as Health and Social care and/or specialist educational services
- Place 2 Be and Place 2 Talk

### How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school website
- You need to contact the school Welfare Officer if medication is needed to be taken during the school day

### How is Preston Park Primary School accessible to children with SEND?

- The building is accessible to children with physical difficulties via ramps
- We have a lift the school buildings with more than one floor
- A disabled toilet is located on the ground floor of the main school buildings
- We ensure teaching resources and equipment are accessible to all children regardless of their needs, and will supply modified equipment or resources if they are needed or as advised by a medical practitioner or other professional involved with the child

### How will Preston Park Primary support your child when they are leaving this school or transitioning to another class?

We recognise the difficulties that children with SEND face with transition and we take steps to ensure that transition is as smooth as possible

- If your child is moving to another school, we will contact the school SENCO to ensure they know about any special arrangements we have in place for your child. We will ensure that school records are passed on as quickly as possible
- When moving to a new class, information will be passed on to the new teacher in advance.
- For children with higher level needs, a Learning Passport or Individual Support Plan will be produced which will be shared at the meeting with the new teacher
- In reception and year 6, the SENCO will attend any transition meetings offered by the new school / setting; in order to share information about your child with the new school
- 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 at Preston Park
- We write social stories for children if they are likely to find transition difficult

- If your child has an EHC Plan or a statement of special educational needs, an annual review is usually planned in the first term of year 6 so the information regarding transition can be passed on to the new school in advance

#### How will my child be able to contribute their views?

- Through regular meetings held by the school council with representatives from each year group in attendance
- Through school led pupil questionnaires
- If your child has a Learning Passport or an Individual Support Plan, their views and opinions are sought by the SENCO.
- If your child has an EHC plan, their views and opinions are sought usually before the annual review meeting (as sometimes children find it difficult to attend these meetings when lots of adults are present at the same time)

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

- Our behaviour policy is available to view on the school website
- If a child has behavioural difficulties, a support plan is put in place. This plan will highlight behavioural difficulties, discuss support to be put in place, set targets for the child and detail other interventions deemed necessary to fully support the child in overcoming his/her difficulties; e.g. enlisting the help of outside agencies where necessary.
- Attendance is monitored closely and on a daily basis by our Attendance Officer. Lateness and absences are recorded. Attendance and absence rates at the school continue to improve year on year.

#### 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 that health and safety is not compromised. If it is deemed that an intensive level of 1-1 support is required, a parent or carer may be asked to accompany their child during the activity. In the unlikely event that it is considered unsafe for a child to take part in an activity, an alternative arrangement will be sought.

#### What training has the staff supporting children with SEND had or is currently having?

- All staff receive ongoing training related to SEND. Staff have been trained on, for example, working with children with ASD, speech, language and communication difficulties, hearing impairment and physical difficulties. Staff training is ongoing and continuous.
- Teaching Learning Assistants have had training in delivering numeracy, reading, and spelling programmes. In addition, those TLAs working with children who have a statement or an EHC plan, receive training and specific guidance from outside professionals involved in working with the child (specific to the needs of the child)



- The SENCOs regularly attends training in order to keep up-to-date with new or changing legislation and intervention programmes aimed at raising achievement. They regularly attend the SENCO network meetings and conferences run by the Local Authority

### What if I need to complain?

Parents have the following rights to redress, should the school, governors or Local Authority 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 Local Authority's complaints procedure
- The Disagreement Resolution Service
- Complaints to OFSTED (about SEN provision as a whole rather than in relation to an individual child)
- An appeal to the SEND First-Tier Tribunal about EHC assessment/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 Local Authority Ombudsman (for complaints against the Local Authority, if not resolves via the Local Authority complaints procedure)
- Complaint to the Secretary of State (against schools or Local Authority)

### **Brent's Local Offer**

Brent's Local Offer sets out the services we provide for children, young people and adults up to the age of 25 with SEND. It aims to give families clear and easy-to-understand information all in one place, to help you make informed choices about what support is right.

You can find more information on their website: [www.brent.gov.uk/localoffer](http://www.brent.gov.uk/localoffer)