

SEND INFORMATION REPORT 2018-2019

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). This is updated annually. Next Review Date September 2019.

About our school

At Salisbury Primary school it is our belief that all children have an equal right to a full and rounded education which will enable them to develop and achieve their maximum potential in terms of their social, emotional and academic development.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is '**additional to and different from**' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

- **Communication and interaction needs:** this includes children who have speech language and communication difficulties including autistic spectrum conditions and Down's syndrome
- **Cognition and learning needs:** this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- **Social, mental and emotional health needs:** this includes children who have difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
- **Sensory/physical:** this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our Special Educational Needs Co-coordinator (SENCo) is Shannel Robinson. She can be contacted at senco@salisbury.brent.sch.uk. One of the Assistant Headteachers, Zoë Hibbert has overall responsibility for Inclusion and she can be reached via inclusion@salisbury.brent.sch.uk.

Our Governor with responsibility for SEND is Ella Joseph.

Our SEND policy is available on our website and a paper copy can be provided on request from the main office.

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.
- Next, you could speak to the Special Needs Coordinator (SENCO) who will further support you.

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 having a Special Educational Need or Disability (SEND), the school will set up a meeting to discuss this with you in more detail and to:

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

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 Headteacher decides on the budget allocation for special educational needs and disabilities in consultation with the Assistant Headteacher for Inclusion and the school governors, on the basis of needs in the school.

The Assistant Headteacher for Inclusion 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

The Assistant Headteacher for Inclusion and the SENCo decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

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

Directly funded by the school:

- Highly trained Teaching Assistants
- Speech and Language Therapist
- Educational Psychologist
- Specialist Teaching Areas (STAR base and Moon base)

- Place 2 Be Provision

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)
- Brent Inclusion Support Team
- 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

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

- The SENCO's responsibility 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, behaviour, Down's syndrome and Speech and Language Difficulties. The Assistant Headteacher for Inclusion has a National Award for SEN Coordination (NASENCO) qualification and post graduate qualifications in Play Therapy. One of the deputy heads has post graduate qualifications in autism and SEN.
- 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. BOAT. There are also online training materials such as the Inclusion Development Programme, Advanced Teacher Materials.

How will the teaching and curriculum 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 through whole class teaching.
- 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 if needed to meet your child's learning needs.

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 every half term in Pupil Progress Meetings and a National Curriculum band given in reading, writing and numeracy each term. Each year all children take an age standardised test in Maths and English.
- If your child is in Year 1 and above, but is not yet at National Curriculum 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. The levels are called 'P levels'.
- 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. If a child is not working at the standard of the test the Headteacher may decide not to enter a child for the test; if this the case for your child the Headteacher will explain her decision to you.
- All children with an EHCP and some children at School SEN Support will have a 'My Plan' to be written and reviewed with your involvement.
- 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.
- All class teachers monitor children's progress and liaise with the SENCo if there are any concerns.

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 also 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.
- Pupil with My Plans will have their plans reviewed with your involvement each term.
- Homework will be differentiated as needed to your child's individual needs.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Brent SENDIASS and to other parent support groups.

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

We are an inclusive school; we welcome and celebrate diversity. The staff believes that a child having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

At Salusbury we believe that it is crucial to take a holistic view to child development and to support children in all areas of their life - not just academically. With this in mind we have Place2Be working in our school for 4 days per week to support children, parents and staff. Place2Be provides emotional and therapeutic services in primary and secondary schools, building children's resilience through talking, creative work and play. For more information about what they do you can contact the school office and ask to speak to Esther Pozzani our lead counsellor at the school

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

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.
- 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 our welfare officer Debbie Grant 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.

How is Salusbury accessible to children with SEND?

- The building is accessible to children with physical disability via ramps. The ground floor of the Salusbury 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.

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 a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
- Your child would be helped by a transition book to support them in understanding moving on.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Your child would be helped by a transition book to support them in understanding moving on
- 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.
- When children are preparing to leave us for a new school, we arrange additional visits. QPCS, who we are a 'feeder' school for, run a mentoring 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.

How will my child be able to contribute their views?

We 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 (My Plans) are consulted before any targets are set and outcomes are based on a combination of the views of the child, the family, any professionals involved, and adults who support the child in school.
- There are 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.

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 a Behavioural Support Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. After any behaviour incident we expect the child to reflect on their behaviour with an adult. 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.

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. We also rely on parents and carers' support to meet the adult to pupil ratio on trips.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. If school staff feel it is necessary a 'Pupil Specific Risk Assessment' will be written for some children with additional needs. 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.

How the school's resources are 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 TAs 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 complex needs are given the most support often involving a teaching assistant.

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

Our Assistan Headteacher for Inclusion and SENCO oversee all the training for staff supporting children with SEND. All staff have basic awareness level training in Special Needs and Physical Disabilities

- We have members of staff trained as SEND Specialist TAs who receive regular support from the SENCO and
- We have two TAs who have had specialist training in delivering Speech & Language programmes. (Elkan)
- The majority of our TAs have had training in delivering reading, spelling /phonics and Numicon programmes.
- Three TAs are Catch Up Numeracy trained
- A large number of staff are trained to deliver the Read Write Inc. Programme
- A number of staff are trained to deliver Lego Therapy and interventions for Autism
- A number of staff have received 'Positive Handling' training.
- The Assistant Headteacher for Inclusion has achieved the National Award for SEN Coordination and is a qualified Play Therapist
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school.

What If I need to complain?

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 school's complaints procedure is available on our website under 'policies'.
- 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)

Salisbury Primary School



- 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)

If you are concerned about your child or if you'd like to feedback, including compliments and complaints about SEND provision please email: admin@salisbury.brent.sch.uk or call 020 7624 0311

If you'd like impartial advice Brent SEND Information Advice and Support Service (SENDIAS) contact: Sendias@brent.gov.uk or call 020 8937 3434

Brent's Local Offer contains lots of information for parents. Their website is: <http://brent.gov.uk/localoffer>