

The Brent Primary School SEND Report (2017 - 2018)

What types of SEN do we provide for?

At The Brent Primary School, we use the term "Special Educational Needs" if a pupil :

- has a significantly greater difficulty in learning than the majority of pupils of his/her age. This is assessed against nationally set academic criteria.
or
- has a disability which either prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools within the area of the Local Authority.

Under the Equality Act 2010, a disability is defined as "...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".

'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

We currently provide support for pupils with Communication and Interaction needs (including Autism Spectrum Disorder), Cognition and Learning needs (including Dyslexia), Social, Emotional and Mental Health difficulties (including anxiety, ADHD), Speech, Language and Communication needs, and Sensory needs.

How do we identify and assess pupils with SEN?

We recognise the benefits of the early identification of the needs of our pupils and follow a cycle of assessing, identifying and providing for educational needs. Throughout the Early Years Foundation Stage, Key Stage One and Key Stage Two, Class Teachers, supported by Subject Leaders, assess our pupils against nationally set criteria to check progress and attainment across all areas of learning.

Inadequate progress can be characterised by progress which:

- 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.

Who is our Special Educational Needs Co-Ordinator (SENCO) and how can she be contacted?

Mrs Tracie Butcher is our Inclusion Manager, with responsibility for SEND and can be contacted on 01322 223943 Monday, Wednesday, Thursday and Friday .

What is our approach to teaching pupils with SEN?

Class teachers ensure that all pupils are able to access our wide and varied curriculum through Quality First Teaching. This is differentiated within the classroom to meet the needs of individual pupils and monitored by the Senior Leadership Team. Appropriate interventions are then provided to further support access to the curriculum and are frequently reviewed to measure impact. Trained and experienced Teaching Assistants support the learning of our pupils across the school, within the classroom environment, in small groups or individually, according to the needs of the pupils. This additional support is recorded on Provision Maps and monitored by the Inclusion Manager.

How do we adapt the curriculum and learning environment?

Our curriculum is delivered in an exciting and varied way, including outdoor learning, visits to places linked with the topic being taught, kinaesthetic approaches, visual and auditory stimuli, use of artefacts, guest speakers and workshops. Teaching is carefully planned to meet the needs within each class and a stimulating and engaging learning environment is created, that all our pupils can access.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

When planning each sequence of learning, our class teachers take into account the specific needs of the pupils in their classes. Activities may need to be slightly altered to ensure the full inclusion of all members of the class. At times, individualised resources or equipment may be used so that all pupils are enabled to access the learning alongside their peers. Our commitment is to supporting our pupils with SEN when overcoming barriers to learning and this includes activities off site as well as at school. Careful and thorough risk assessment is completed before any off site activities.

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

We regularly share progress and attainment with our pupils and their parents/carers. We hold two Parent/Teacher Consultation evenings and one Open Afternoon each academic year to discuss written progress reports. At other times throughout the year, parents/carers are able to make appointments to meet with the Class Teacher and/or INCO when required. Progress and further support for your child's learning can be discussed and reviewed at these times. The first point of contact should always be the Class Teacher, if there are any concerns about your child's learning or progress. Our 'Stay and Play' afternoons, year group newsletters and curriculum updates shared on our website, are also ways in which parents/carers can be informed about their child's learning.

How do we consult pupils with SEN and involve them in their education?

'Pupil Voice' is important to us at The Brent and the views and opinions of our pupils are sought either before, during or immediately after discussions with parents/carers. Staff carefully explain the purpose of specific interventions and regularly talk with the pupils about their learning and progress. We expect all our pupils to always play an active part in their own learning and to fully engage with the opportunities and experiences offered to them.

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

Progress is monitored through a cycle of Assess, Plan, Do, Review. We use a wide range of data to measure the impact of teaching on pupils' learning. This includes standardised age related written assessments, individual assessment of specific skills, less formal analysis of learning or observation. Parents of pupils with special educational needs are encouraged to be involved with discussing, setting and reviewing targets for their child on a regular basis. Less formal liaison and reviews between parents/carers and staff occur as frequently as is necessary and can be arranged at any time if significant concerns arise.

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

We take great care in communicating well with nurseries and secondary schools to ensure a smooth transition for all our pupils. Pupils joining us in Reception enjoy a very gradual transition to full-time school and are visited at their nursery and at home before joining us in September. We share information with receiving SENCOs and school staff, to support learning and well-being for pupils on our SEN register. Additional visits to local secondary schools are arranged to support our most vulnerable Year 6 pupils as they prepare for Year 7.

Pupils also benefit from short visits to meet their new Class Teacher when moving from one year group to another and may be given photographs of key members of staff in their new year group.

How do we support pupils preparing for adulthood?

We strive to ensure that our pupils will develop into caring, resilient and responsible members of the wider community. Key to this is our commitment to the teaching of Fundamental British Values and promotion of pupils' Spiritual, Moral Social and Cultural development. We develop passion for life-long learning so that our pupils will grow to become confident adults in a world which is rapidly changing. Our school environment is stimulating, inclusive and nurturing so that are pupils feel able to rise to the challenges they meet.

How do we support pupils with SEN to improve their emotional and social development?

Emotional and social well-being is important to us at The Brent. Regular "Emotional Check-Ins" are a key part of our practice and pupils are encouraged to share any concerns and worries with a trusted adult in school. Our Vulnerable Pupils Team meets on a weekly basis to consider the needs of our pupils and the impact on learning of emotional and social difficulties. Strategies can then be put in place to support specific needs.

Our Behaviour Policy is applied consistently by all members of staff, with sanctions and rewards being fully understood by all pupils. The Senior Leadership Team supports all members of staff and models high expectations of behaviour.

Each class has a representative on the School Council, so that pupils can raise concerns and offer ideas and suggestions regarding issues which are important to them.

Pupils with medical needs are supported through up-to-date Individual Healthcare Plans and key members of staff are trained to use specific pieces of equipment (eg epi-pens or insulin pumps). Inhalers for asthma are kept easily visible for pupils who need these.

Dietary requirements are shared with class staff and the school canteen.

Attendance is carefully monitored by our Family Liaison Manager and families experiencing particular difficulties may be offered the support of the Early Help Team.

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

In-school training is delivered by Subject Leaders and also external providers, when specific staff training needs have been identified.

All members of staff also regularly benefit from training opportunities offered within the Local Authority. When a pupil's learning needs are identified as being more complex and persistent than can be met by the school interventions already in place, support is accessed through relevant external services. These include the Specialist Teaching and Learning Service, Speech and Language Therapists, Community Paediatricians, School Nursing Team, Educational Psychologist, Inclusion Support Service, counselling services and other outreach services in the local area.

How will we secure specialist expertise?

Further concerns may develop for an individual pupil

- if he/she continues not to make adequate progress (in line with peers)
- if he/she continues working at levels substantially below that of children of a similar age, even when teaching approaches have been targeted on an identified area of weakness
- if he/she continues to have difficulty in developing English and Maths skills
- if he/she has emotional or behavioural difficulties which substantially or regularly interfere with his/her own learning or that of other pupils, despite taking part in an individual behaviour management programme
- if he/she has sensory or physical needs and requires additional specialist equipment or requires regular advice or visits by a specialist service
- if he/she has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning or
- if his/her learning needs are manifesting themselves either in a more complex or in a more specific way as he/she moves through the school.

If the difference between the pupil's attainment and that of their peers is widening, this will require further investigation. In consultation with parents, school staff will seek support from external services.

The Inclusion Manager will attend the termly Local Inclusion Forum Team (LIFT) meeting to request additional advice or input. This may include advice to refine targets set by the school, extending the expertise of the teaching staff, additional assessments, direct support or consultation.

How will we secure equipment and facilities to support pupils with SEN?

The application of 'Reasonable Adjustments' also includes the use of the SEN budget to purchase or hire specific equipment or facilities required to meet the needs of individual pupils. This will happen when this is deemed appropriate and necessary to support the progress of the child. A reimbursement of any additional funding may be applied for (High Needs Funding) if the school is financing more than £6,000 towards the cost of a pupil's education.

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

We encourage our parents/carers to access support and advice from within the local community. Advisors from the BEAMS, Hextable, are easy to contact for families of children with a disability. Parent groups and evening talks are held on a regular basis, as are the Incredible Years Parenting classes. The Brent Children's Centre, Dartford also offers support to our parents/carers.

School staff join parents of pupils with a diagnosis of Autism Spectrum Disorder on either the Early Bird Plus or Cygnets course run by BEAMS.

Our Family Liaison Manager will offer a referral to the Early Help Team, in the form of a Notification One, in the event of external support being required by a family.

Our Designated Safeguarding Leads will refer families to Social Services when safeguarding concerns are raised in school.

How do we evaluate the effectiveness of our SEN provision?

When additional support is required, it is recorded on the class Provision Map. Data is carefully gathered at the start and end of each short intervention, so that progress can be assessed and monitored. The Inclusion Manager oversees this additional support and monitors the impact of the interventions. The Assess, Plan, Do, Review cycle enables us to frequently adjust our interventions to suit the needs of the pupils and improve the progress being made.

Pupil Progress meetings are held between class teachers and members of the Senior Leadership Team (SLT) to consider the impact of support being offered to the pupils.

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

Please contact the Class Teacher in the first instance. Most problems are a misunderstanding and can be rectified through communication and working together.

If the problem cannot be resolved by meeting with the Class Teacher, please contact the Phase Leader (Mrs Alison Cook for the Lower School and Mrs Claire Angell Healy for the Upper School).

If the problem remains unresolved, it should be shared with Mrs Sarah Rye, Head of School.

If the problems continues to be unresolved, it should be shared with Mrs Sue Nicholson, Executive Headteacher.

If a satisfactory solution is not achieved through the above process, parents should put their complaint in writing to the Governing Body :

Mrs Catherine Stafford (Chair of Governors)
c/o The Brent Primary School

This should be handed in to the school office in a sealed envelope.

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

Concerns should be raised with the Class Teacher at the earliest opportunity.

Pupils are encouraged to talk to the year group Teaching Assistant and many are offered regular Emotional Check-Ins. Those in the Upper School, also have individual Think Books, in which they are encouraged to write any worries, thoughts or viewpoints they may have.

Mrs Debby Clucas (Family Liaison Manager) or Mrs Tracie Butcher (Inclusion Manager) are also available to discuss concerns. Please contact them via the School Office 8a.m. - 4:30p.m. Monday - Thursday and 8a.m. - 4p.m. Friday

01322 - 223943

What support services are available to parents?

Parents/carers are able to access support through :

The Brent Children's Centre, Dartford, Kent

School Nursing Team

Early Help

Community Paediatricians, Gravesend, Kent

BEAMS, Hextable, Kent

Kent Parent Partnership Service, Maidstone, Kent

Walk Tall Counselling Service.

Where can the LA's local offer be found? How have we contributed to it?

Local Authorities have a statutory duty to publish a Local Offer, setting out information about the provision they expect to be available in their area for children and young people who have special educational needs or disabilities. This includes children and young people who do not have an Education, Health and Care Plan.

Kent's Local Offer can be found at : www.kent.gov.uk/education-and-children/special-educational-needs

We have contributed to the Local Offer, by following the Mainstream Core Standards and delivering Quality First Teaching in all classes. We deliver an engaging, broad and balanced curriculum, differentiated to meet the needs of our pupils. We have clear lines of communication between staff and parents/carers.

Our additional support includes experienced Teaching Assistants, English and Maths booster groups, Reading Recovery Teacher, specialist software (e.g. Clicker 6), Emotional Check-Ins, social skills groups.

Our exceptional support includes individualised timetables, adapted equipment, highly adapted resources, individual counselling, support from mobility advisor.