

# SPECIAL EDUCATIONAL NEEDS POLICY

## PRESTON MANOR SCHOOL

An All-Through Co-operative School

<b>Governors' Committee Responsible:</b> Learner Welfare Committee/Johnathan Bach	
<b>Statutory Provision:</b> Statuary	
<b>Policy Author:</b> Taryn Neale	<b>Review Period:</b> Annual
<b>Date reviewed:</b> April 2022	<b>Next Review:</b> April 2023

# Contents

---

SEND Vision & Values	Page 3
SEND Policy Compliance	Page 3
Definition of SEND & Disabilities	Page 4
SEND Policy Objectives	Page 5
SEND Policy Outcomes	Page 5
SEND Admission Arrangements & Primary Transfer	Page 6
Transition	Page 6
Identification of SEND	Page 7
SEND Provision: Graduated response	Page 9
SEND Provision: Wave approach to intervention	Page 10
SEND Provision: Accessibility & Modification	Page 11
Curriculum/ Intervention Offer	Page 12
Additionally Resourced Provisions (ARPs)	Page 13
Staff Deployment and SEND Funding	Page 13
Requesting an EHCP	Page 14
SEND Local Offer	Page 14
Partnership Working	Page 15
Evaluating the Impact of Provision	Page 16
The Role of the SENCO	Page 18
Key SEND Contact Details	Page 18
Staff Continuous Professional Development	Page 19
Complaints	Page 20
Appendices	Page 21

## SEND Vision & Values

---

Preston Manor School passionately believes in the importance of inclusion and equality for all children and adults, and we strive to ensure that these values are at the heart of our practice. We actively seek to remove the barriers that can hinder or exclude individual pupils, or groups of pupils. We understand that every child is unique and contributes towards the rich culture at our school.

Our aim is for every child to be well-cared for, to make progress and to develop life-long skills and attitudes, irrespective of any Special Educational Need or Disability (SEND), alongside their peers and through access to a broad and balanced curriculum.

At Preston Manor:

- We value, respect and celebrate the achievements of all children. We believe that every child can be successful and achieve during their time with us.
- We work in partnership with parents. We know that parents are the first educators of their child and so we always aim to involve parents and children in planning and reviewing progress.
- We strive to ensure children have a voice and are listened to.
- We know that the earlier we can identify SEND and provide support, the more successful our children will be. Early identification, supportive transitions and collaboration amongst all stake-holders is key.
- We seek out barriers to learning and actively plan for their removal. If something isn't working, we are both responsive and reflective to adapt or change it.
- We strive to deliver a broad, balanced curriculum which develops high achievement, self-confidence, resilience, motivation and cooperation with others.
- Our starting point is to guarantee a consistent, whole school approach to provision for children with SEND; to make sure all staff have the knowledge, skills and training to support all children with SEND in our school.

## SEND Policy Compliance

---

This policy complies with the statutory requirement laid out in the DfE SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 years (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory guidance on supporting Pupils at school with Medical Conditions (April 2014)
- The National Curriculum in England (2013)
- Teachers' Standards (2012)
- Safeguarding Policy (2016)
- Accessibility Policy (2016)
- Admissions Policy (2016)

## Definition of SEND & Disabilities

---

Preston Manor School is fully committed to inclusion and we will always use our best endeavours to secure special educational provision for those children for whom it is required. The SEND Code of Practice (2015) says students have a special educational need and/ or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. *(Clause 20 Children and Families Bill 2014)*

Preston Manor School is committed to upholding legislation set out in the Equality Act (2010). This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments' so that disabled children or young people are not at a substantial disadvantage compared with their peers (SEND Code of Practice 2015).

This definition of disability in the Equality Act (2015) states that: 'A person has a disability for the purposes of this Act if s/he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities'.

This includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Therefore, where a disabled student requires special educational provision they will also be covered by the SEND definition.

The SEND Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs

The purpose of identification is to work out what action the School needs to take to support students in mainstream education.

## SEND Policy Objectives

---

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All teachers are teachers of SEND.
- All children with SEND will be valued as full members of the school community.
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals.
- A partnership should exist between the pupil, parents and the school, supported by external agencies.

## SEND Policy Outcomes

---

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice (2015). This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress made by students is a core part of the school's appraisal arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all pupils throughout each school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the Schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.
- Designating a teacher responsible for coordinating SEND provision i.e. SENCO

## SEND Admission Arrangements & Primary Transfer

The admissions arrangements for all pupils are set out in Preston Manor's admissions' policy and fully compliant with Government legislation, including the Equality Act 2010.

The Local Authority Special Needs Assessment Service (SENAS) notifies Preston Manor about students who are transferring with EHC plans in the Spring Term of their Year 6. Where appropriate a member of the Learning Support Department will attend the Annual review of all Year 6 students with an EHC Plan to ensure a smooth transition.

Students on SEND support are admitted under the general admissions criteria and the school is notified on the Admissions Transfer Form.

The SENCO, KS3 Deputy SENCO and/ or Managers of the additionally resourced provisions (ARPs) will visit Primary Schools at key points throughout the year and maintain close contact to ensure that information is shared and disseminated to relevant staff prior to transition.

In addition to Preston Manor's general Year 6 Transition programme, the Learning Support Department organise multiple events to support the transition for all our Year 6 pupils with EHCPs including:

- Y6 Parent Coffee Morning (usually held at the beginning of May)
- Y6 Headstart Programme (an additional taster day for students so they can meet key staff and have a secondary school experience prior to the whole Y6 taster day)
- Visits to current primary schools by key Preston Manor staff
- Further, individualised visits for pupils who may require them

Furthermore, students with SEND are sent a transition pack to capture student and family views in line with a person-centred approach. All students with an EHC plan and some students with high needs on SEND Support are invited for an admissions interview with a member of the Learning Support Department prior to admission.

Information about all students with SEND is collated using the Additional Educational Needs (AEN) Booklet and disseminated to teaching staff and relevant members of the support staff i.e. the Welfare Officer.

## Transition

### Year 9

Early in the autumn term consultation on the curriculum for the following year forms part of the work of the Curriculum Development Group in school. In the spring term the Year 9 options process begins with a number of key events to support students and parents make an informed choice. There is an options' assembly, options' evening and a booklet explaining the different pathways. The SEND department liaise closely with SLT and the Y9 DSD to identify students that would benefit from parts/ all of the KS4 SEND Curriculum Offer. This includes access to Functional Skills English, Functional Skills

Maths, Functional Skills IT, Personal Development and Employability (PDE) using the Prince's Trust, Study Support and access to the AQA Unit Awards Scheme that are taught in tandem of other GCSE options. All Year 9 students are interviewed where the SEND department lead on interviewing students with SEND. In addition, students are offered an interview with the careers support staff.

### **Year 11, Year 12 and Year 13**

For students who have an EHCP, or are monitored by the SEND team as Complex K, their keyworkers arrange visits to local colleges and help plan transitional arrangements. For example, the SEND team might deliver a travel training intervention to help children and young people make a successful transition. All SEND students have a careers interview. Furthermore, the SEND Team facilitate the Transition Academy initiative, providing a tailored four-day transition programme for key vulnerable SEND learners with input from the SALT and Careers staff.

## **Identification of SEND**

---

Good communication with our primary school feeders is key in ensuring that we have a good understanding of the special educational needs for this students joining us in Year 7. Where a child has been identified as SEND by their primary school, or has an EHCP, the KS3 Deputy SENCO, and others from the SEND team, will meet up with primary schools in the area throughout the summer term. They will create a supportive, personalised plan in an attempt to secure a smooth transition for all students identified with SEND. We seek to include parents/ carers at every opportunity, and especially during transition points, because we know that they are the experts on their children.

Where students present with emerging needs, they are assessed in line with the four categories of SEND.

If a learner is identified as having SEND, we will provide provision that is **additional to or different from** the normal differentiated curriculum, intended to overcome the barrier to their learning and to help them make expected progress.

In the summer term all incoming Year 7 students are tested using NFER CAT (cognitive ability tests) for verbal, non-verbal, quantitative, and spatial producing standardised scores:

The Literacy Coordinator tests the incoming Y7 cohort using the NFER Reading Test to give an indication of reading accuracy and comprehension. Students are then colour-coded according to reading competency and this information is shared with all teaching staff via Go for Schools.

The SENCO and key staff review the data and identify students whose scores fall below 80 for further testing using WRAT (wide ranging achievement test) which measures competence in word reading, sentence comprehension, spelling and Maths.

Students who have a standardised score below 80 and have significantly low prior attainment data are cross-checked against the Admissions Transfer Form SEND data and added to the SEND register and the AEN Booklet if not already identified. Parents are informed by letter and parents are invited in for a meeting to discuss provision.

In-year admissions are managed by the pastoral team and parents are required to specify SEND status on the application form. Where there is concern, in-year admissions will also be tested using WRAT to identify any potential concerns.

Using the **Pastoral Gateway referral system**, teachers are encouraged to identify any barriers to learning that are acting to prevent a student from making progress and consider which strategies can be utilised by the class teacher to minimise such barriers. This is quality first teaching as outlined in the Inclusion Statement of the revised National Curriculum 2014 section 4:1 (Responding to pupils' needs and overcoming barriers for Individuals and groups of pupils) and is supported by the school's ACE Teaching Model incorporating the 'Learning Identity' (adapted from Building Learning Power, Claxton 2002). All referrals sent through the Pastoral Gateway referral system are raised in SIG (Student Intervention Group). SIG is a weekly meeting where the Head of Inclusion/ SENCO meets with the deputy SENCOs, the Assistant Headteacher for Safeguarding, the Senior Mental Health Lead, the lead Learning Mentor and a representative from the MHST service along with the DSDs (Director of Student Development) of all year groups to discuss all student referrals and decide the outcome. Where there is a need for further information, internal assessments and, on occasion, external assessments are requested.

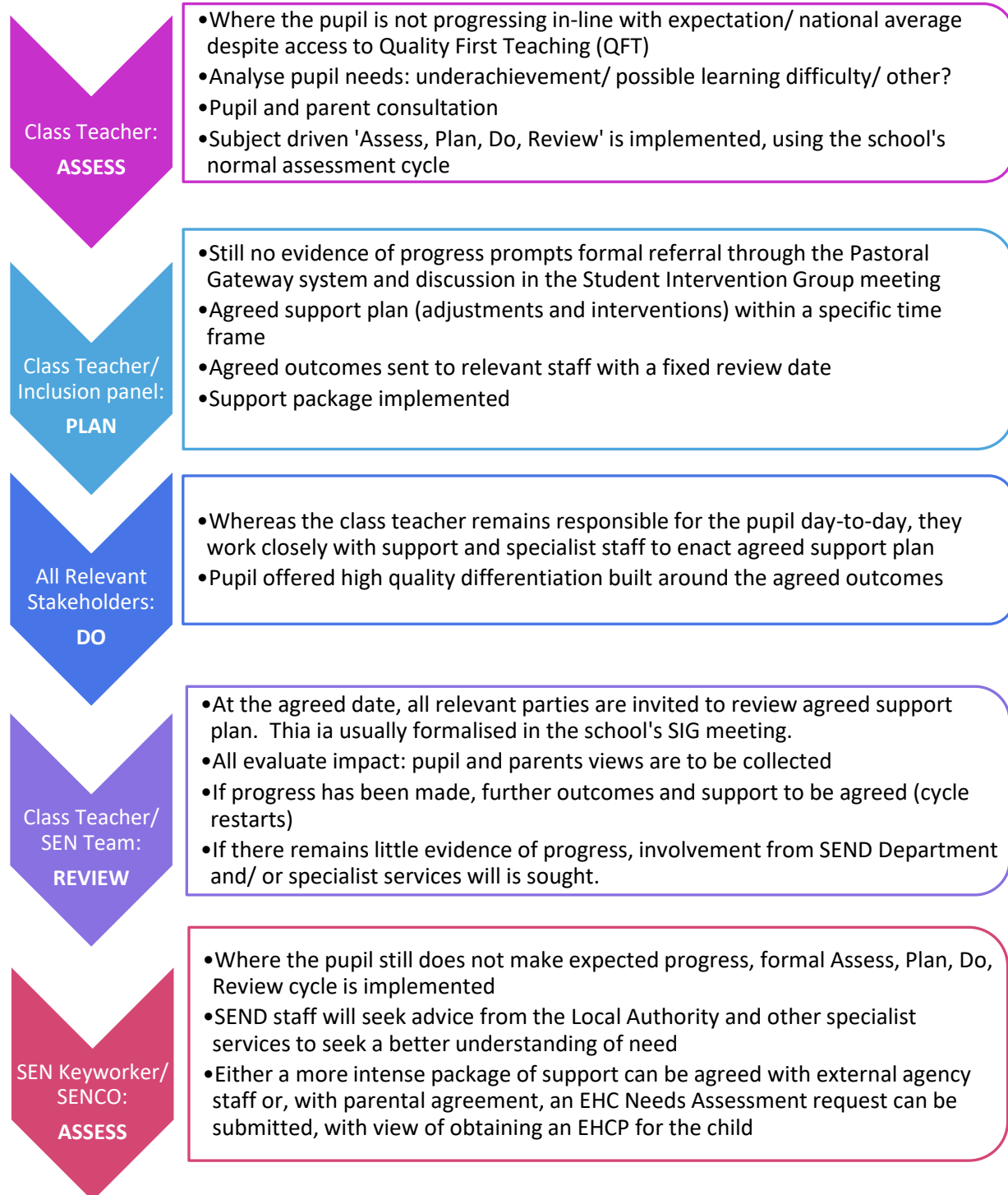
Some student referrals will be allocated to the Learning Support Team for the SIG panel. The LS Team will discuss the referral either in our Managers' Meeting or in SEND Morning Briefings. We will establish strategies, conduct observations and assessments in order to develop a specific needs-based plan to help support a student's development and accelerate progress. The AEN Booklet will be updated so that all staff have access to the new information. This is how we deliver the 'graduated approach' to SEND provision.

Each term, student progress data is reviewed in subject teams, and by senior and middle leaders including SEND post-holders, and interventions put in place for students who are making below expected progress. Students may be moved onto the SEND register at this stage should the evidence suggest that their needs are impacting more widely on all areas of the curriculum or if the gap between their progress/ their engagement to school is becoming even wider despite the interventions put in place.

In line with the Code of Practice (2015) Preston Manor follow the graduated approach to SEND provision using the 'assess, plan, do and review' model:

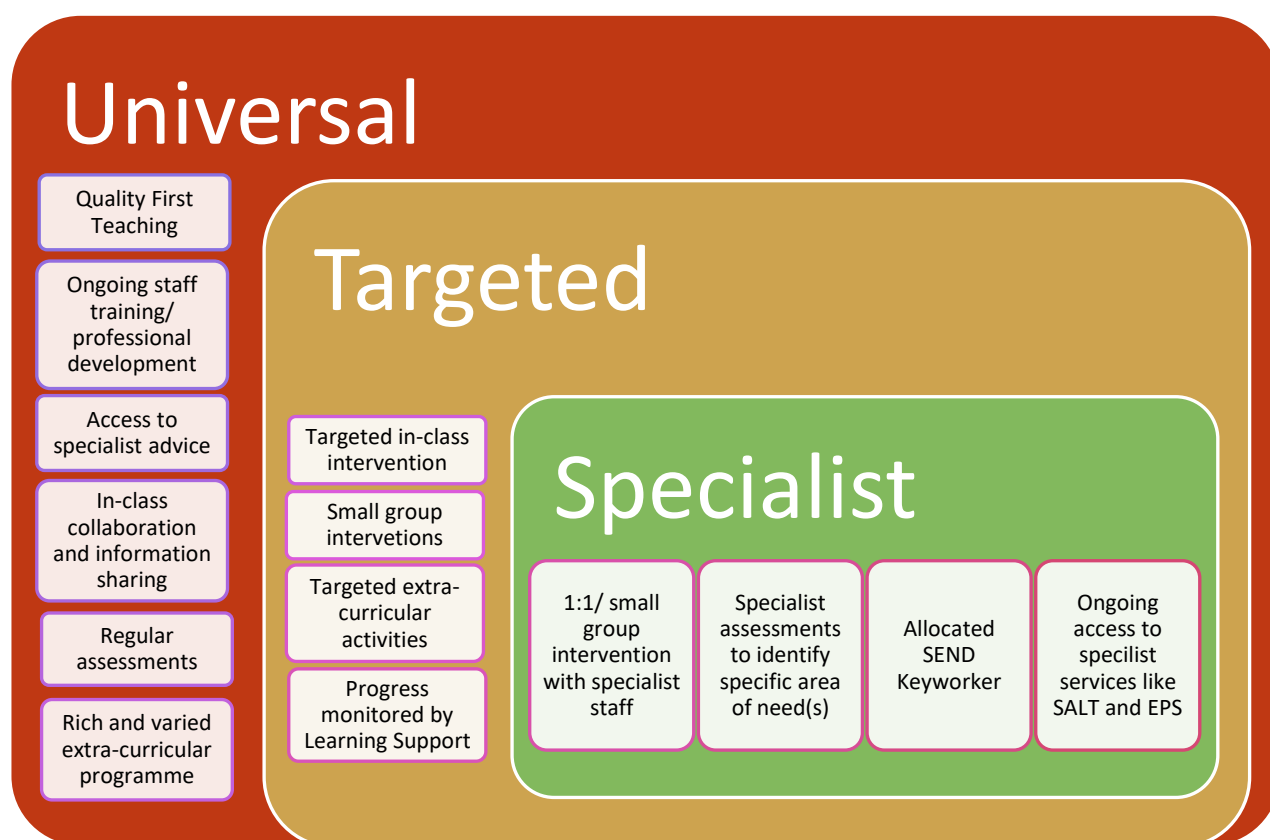
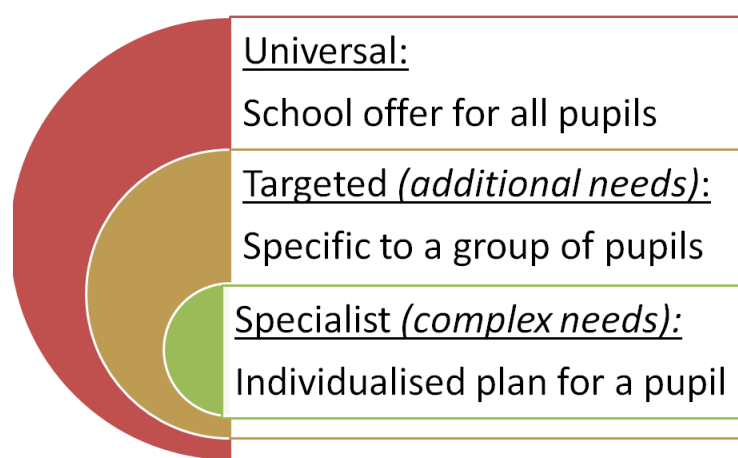


## SEND Provision: Preston Manor's Graduated Approach



## SEND Provision: A Three-Tiered Approach

The Learning Support Team at Preston Manor are used in a variety of ways, from staff training to team-teaching/ in-class support, running small group programmes for specific areas of need to on-to-one sessions for students. We run a three-tiered approach to providing for students Universal (Wave 1: Core Funding), Targeted (Wave 2: SEND Notional) and Specialist (Wave 3: High Needs Block):



## SEND Provision: Accessibility & Modification

---

Preston Manor is on a large site with some teaching areas split over two floors (Art, Computing, MFL & English) and three floors (Science). There are no lifts but ground floor teaching rooms are accessible for wheelchair users and there is a disabled toilet. In line with the **School Accessibility Policy** lessons can usually be relocated to ground floor classrooms to accommodate student needs, for example a student with a medical condition requiring long term use of crutches was able to have lessons located on the ground floor.

We work closely with outside agencies to provide specialist equipment and advice for those students that need it for example a hearing transmitter and receiver system for a student with sensory impairment, long cane training for a student with a visual impairment and a voice amplifier for a student with communication needs.

The school has a rolling programme of screening for Access Arrangements support for pre-public exams and public exams. The specialist assessor conducts further tests in order to provide the necessary evidence for JCQ in KS4. Some students will qualify for a reader, extra time, rest breaks, access to technology and, in some cases, a scribe.

## Current SEND Curriculum/ Intervention Offer

Area of Need	Small Group	Individual
Transition/ Vulnerable	<ul style="list-style-type: none"> <li>* Yr 6 Transition Mornings (Headstart)</li> <li>* Yr 7 Vulnerable Transition Groups, like Stepping Stones</li> <li>* Peer Mentoring (KS5 mentoring KS3)</li> <li>* SEND Breaktime and Lunchtime Clubs</li> </ul>	<ul style="list-style-type: none"> <li>* 1:1 Mentoring</li> <li>* Buddy systems</li> <li>* Peer Mentoring</li> <li>* Staff Mentoring</li> <li>* Counselling</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>* Y10 Functional Skills English (AQA)</li> <li>* Y10 Functional Skills Maths (Edexcel)</li> <li>* KS4 Functional Skills IT (OCR)</li> <li>* KS4 AQA Unit Award Scheme (run alongside all GCSE options)</li> <li>* KS4 Prince's Trust Option (3hrs weekly)</li> <li>* KS4 Study Support Option</li> </ul>	<ul style="list-style-type: none"> <li>* Access Arrangements for formal assessments</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>* KS3 Literacy Groups (personalised to need such as fluency, vocabulary and phonics, etc)</li> <li>* LEXIA (specific reading intervention)</li> </ul>	<ul style="list-style-type: none"> <li>* 1:1 phonics</li> <li>* 1:1 Guided Reading</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>* KS3 Maths Intervention (1hr weekly)</li> <li>* KS3 Numeracy Groups</li> </ul>	<ul style="list-style-type: none"> <li>* Maths Makers</li> </ul>
Speech, Language & Communication Needs	<ul style="list-style-type: none"> <li>* Communication Group (personalised to need such as Inference, SMiLE therapy and Narrative, etc)</li> <li>* ASD (autistic) Group</li> <li>* Lego Therapy Group</li> <li>* Speech and Language Additionally Resourced Provision</li> <li>* Compass ASD Additionally Resourced Provision</li> </ul>	<ul style="list-style-type: none"> <li>* ASD debrief</li> <li>* ASD Pupil Ambassadors</li> <li>* SALT consultation</li> <li>* ASD consultation</li> </ul>
Social & Emotional	<ul style="list-style-type: none"> <li>* SEMH targeted groups (personalised to need such as Zone of Regulation, Mindfulness and PUMP, etc)</li> </ul>	<ul style="list-style-type: none"> <li>* Counsellor</li> <li>* Mentoring</li> <li>* Pastoral Support Assistants</li> </ul>
Behavioural	<ul style="list-style-type: none"> <li>* KS3 Self-Esteem/Vulnerable Groups</li> <li>* Mentoring groups (1 - 2hrs per week)</li> </ul>	<ul style="list-style-type: none"> <li>* 1:1 Mentoring</li> <li>* Pastoral Support Assistants</li> </ul>
Physical Impairment	<ul style="list-style-type: none"> <li>* Touch-typing</li> </ul>	<ul style="list-style-type: none"> <li>* Physiotherapy (school-led)</li> <li>* Touch-typing</li> <li>* Access Arrangements for formal assessments</li> </ul>
Study Support	<ul style="list-style-type: none"> <li>* SEND Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>* Adhoc 1:1 support</li> </ul>

## Additionally Resourced Provisions (ARPs)

The school hosts two Additionally Resourced Provisions (ARPs) on site: Lighthouse ARP for students with speech, language and communication difficulties and Compass ARP for students with Autism.

Admission to both ARPs is made following consultation with SENAS and Preston Manor School to decide which students would benefit from a placement in these specialist provisions, as demand for places exceeds availability.

Each ARP caters for up to 12 students each with an EHCP and is managed by a specialist teacher who is supported by a specialist team of teachers, Higher Level Teaching Assistants (HLTAs) and/ or Learning Support Assistants (LSAs). A Speech and Language Therapist also works closely with staff to support ARP students as well as others in mainstream classes who have an identified speech, language and communication need.

Students within both ARPs are part of the school roll and attend mainstream classes with support. Arrangements are made to ensure specialist withdrawal teaching support for ARP students is provided as part of a modified curriculum according to individual need.

Further information can be found on the school website and in the SEND report.

## Staff Deployment and SEND Funding in Mainstream

Students with an EHCP are allocated a specified funding level according to the Brent Local Authority assessment of their needs. The majority of mainstream EHCPs are funded as shown below:

Brent EHCP Funding Bands for Students with EHCPs						
>15hrs	15 hours	19.5 hours	22.75 hours	26 hours	29.25 hours	32.5 hours
Met by other formula factors	£8,521	£12,378	£14,441	£16,504	£18,567	£20,630

Funding is used to pay the salaries of SEND staff, LSAs, Speech and Language Therapist, and to provide other services such as counselling, therapeutic behaviour interventions as well as auxiliary aids and specific teaching resources. The school funds the first £6,000 in every mainstream EHCP and the local authority allocate the remaining funding called top-up funding. So, for example, if a student as an EHCP with 26 hours allocated within, the school funds the first £6,000 and receives the remaining £10,504 from the local authority.

Staffing ratios are dependent on the number of students with an EHCP and their particular needs.

Students on SEND support (K) are funded through the school's notional SEND funding.

## Requesting an EHCP

---

Usually, where a child meets the statutory thresholds for an Educational Health Care Plan, this is sought during their Primary School experience. However, for a variety of reasons, a student may arrive at Preston Manor who meets those EHCP thresholds but is without a plan. Therefore, where appropriate, the school may request an EHC Needs Assessment request from the local authority. Preston Manor must demonstrate that a student has lifelong and significant learning needs and has not been making adequate progress the school despite rigorous assessment/ planning and access to targeted interventions. A parent/carer may also request a statutory assessment from the local authority. If the request for assessment is granted, it may lead to the student being provided with an EHC plan.

The application for an EHC plan will combine information from a variety of sources including parents, teachers, SENCO, Educational, Social Care and Health Professionals where relevant. The decision to give a student an EHC plan lies with a specialist panel at the local authority based on the information submitted by all those that are involved with the child.

If the Local Authority finds that, for a child to remain in a mainstream placement, they require a more personalised support package that is over and above what is found in the school's core offer, they will attribute additional funding with the Educational Health Care Plan. The school, parents and the child will be involved in developing the plan.

Parents have the right to appeal against the content of the EHC plan. With an EHCP, Parents/ Carers also have the ability to choose the school they think is most suitable to meet their child's needs, outside of the usual catchment process.

Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed annually at a person-centred review with parents and other involved professionals. This meeting is usually chaired by the SENCO, ARP Manager or SEND Keyworker and involves all those that work with the student. This review enables provision to be evaluated/ audited and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

All students who have an EHC Plan will be included in the AEN Booklet, which details specific information about how they learn and is shared with their teaching staff, as well as being the focus of the SEND target review process, which happens across the school three times per year. The information shared in the AEN Booklet as well as the SEND targets are updated regularly.

## SEND Local Offer

---

The Children and Families Act (2014) sets out a duty for local authorities to publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area (Regulation 53, Part 4). The Local Offer for Brent can be found at:

<https://www.brent.gov.uk/localoffer>

As part of the Children and Families Act, schools must also publish an annual SEND Information Report which is available on the school's website.

Brent SENDIASS (Information, Advice and Support Service) provides information and support to parents of pupils with SEND. A wide range of information and advice may be obtained by contacting this independent service.

Contact details are as follows:

Sharon Bourla and Meena Mehta  
Brent Civic Centre, Engineers Way,  
Wembley  
HA9 0FJ  
Tel 020 8937 3435  
Mobile 07867 187360

<https://www.brent.gov.uk/sendias>

## Partnership Working

---

### Parents

Preston Manor actively seeks to work with parents/carers and values the contributions they make:

- Parental/ carer views are recorded as part of the person-centred reviews and SEND support plans
- Parents/ carers are actively encouraged to attend parents' evenings where their child's progress is discussed with subject teachers. Furthermore, there are a number of other events throughout the school year which parents/ carers are actively invited to attend.
- The SEND team regularly run Parent Forums, where parents/ carers are invited come into Preston Manor for information, training or Q&A opportunities.
- Parents/ carers are communicated with through the school newsletter, letters home, telephone calls, email or the student planner.
- Parents/ carers have the opportunity to offer feedback in our Parental Feedback Surveys, which happen bi-annually.
- Parents are encouraged to help their child in many ways, for example: listening to their child read and helping them to learn new spellings.

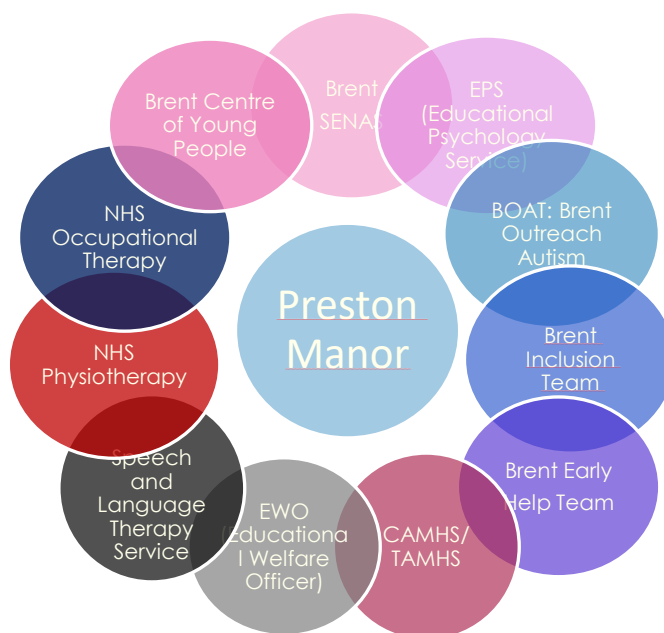
### Students

- Preston Manor acknowledges the student's role as a partner in his/her own learning and education.

- Students are actively encouraged to be involved in decision making by attending all person-centred reviews and to be involved in setting and reviewing of their outcomes.
- Student views are valued and are recorded and listened to as part of the review process.

### External Support

The Academy aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by Preston Manor include *(this is not an exhaustive list)*:



## Evaluating the Impact of Provision

The effectiveness of Preston Manor's SEND provision is evaluated through:

- The monitoring of classroom practice by the SENCO, Heads of Department, Director of Student Development and Senior Leadership Team. This will include book scrutiny, learning walks, lesson drop-ins and formal observations of teaching and learning.
- The SEND Team follows the SEND Feedback Policy when supporting in lessons. This is to ensure that students receive structured and consistent feedback from SEND staff in all their supported lessons. Mainstream teachers and parents/ carers can use the targeted feedback to keep up-to-date with what's going well in lesson and what areas need to be worked on.
- SEND keyworkers (this could be form tutors, mentors, DSDs or someone from the SEND team – whoever knows the student best) set personalised SEND targets three times a year for their key pupils. All their subject teachers assess these SEND targets as a regular part of the



school's overall assessment cycle. The outcomes are shared with parents/ carers as part of the normal reporting.

- The progress made by SEND pupils in terms of target grades in core and other subjects (making expected progress, or better than expected progress).
- The performance of SEND pupils in nationally accredited tests and examinations.
- The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- The monitoring of outcomes on Annual Reviews for students on EHCPs.
- The monitoring of targets for Looked After Children (LAC) students on personal education plans (PEPS) and targets for students on pastoral and therapeutic behaviour interventions.
- School Self-Evaluation and Department Development Plan (SEF & DDP). Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.
- SENCO examination analysis and report to the Senior Leadership Team/ Governing Body.
- The monitoring of policy and practice by the SEN Governor.
- The Governors' Annual Report to Parents.
- Feedback from parents and pupils at SEND parent forums, review meetings and questionnaires.
- Review of SEND provision map including funding.
- Parental involvement, especially attendance at reviews.
- SENCO Cluster Group: Peer moderation and professional development.
- External evaluation by Brent Local Authority: for example, an SEND audit to moderate offer against other Brent schools.
- School Improvement Partner and OFSTED inspections.

## The Role of the SENCO

The SENCO, in collaboration with the Head Teacher and Governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND.

The key responsibilities of the SENCO will include:

- Overseeing the day-to-day operation of the school's SEND policy
- Managing the Learning Support team: SEND teachers, HLTAs, LSAs, Speech and Language Therapist and SEND administrator
- Liaising with and advising fellow teachers
- Advising on a graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Coordinating provision for pupils with SEND
- Overseeing the records on all pupils with SEND
- Contributing to the continuous professional development (CPD) of staff
- Liaising with external agencies including the Local Authority support, Educational Psychology services, health and social services and voluntary bodies
- Developing links with other school/sharing best practice

## Name, role and contact details of key SEND staff

---

**Ms Taryn Neale** – Head of Inclusion and SENCO

Email: [t.neale@preston-manor.com](mailto:t.neale@preston-manor.com)  
Phone: 020 8385 4040 ext 263

**Ms Monique Briggs** – Deputy SENCO for KS3

Email: [m.briggs@preston-manor.com](mailto:m.briggs@preston-manor.com)  
Phone: 020 8385 4040 ext 303

**Ms Alison Dynan** – Deputy SENCO for KS4

Email: [a.dynan@preston-manor.com](mailto:a.dynan@preston-manor.com)  
Phone: 020 8385 4040 ext 230

**Ms Carla Courtney** – Manager of Speech and Language Additionally Resourced Base (LIGHTHOUSE)

Email: [c.courtney@preston-manor.com](mailto:c.courtney@preston-manor.com)  
Phone: 020 8385 4040 ext 262

**Ms Hannah Johnson** – Manager of Autistic Additionally Resourced Base (COMPASS)

Email: [h.johnson@preston-manor.com](mailto:h.johnson@preston-manor.com)  
Phone: 020 8385 4040 ext 216

## Staff Continuous Professional Development

---

We understand the importance of training in special needs, inclusion and disability equality. We also recognise that teaching and non-teaching staff will need regular training on aspects of Additional Needs and inclusion to better develop their knowledge, skills and confidence. Under the direction of the Senior Leadership Team, the SENCO and other teachers within the department are responsible for delivering ongoing SEND CPD to teaching staff across the school. They are supported by Lead Practitioners. This includes training for the whole staff body in, for example, whole school INSET or Teaching and Learning Briefings as well as NQTs and teachers new to Preston Manor as part of the school's induction training for new staff. Specific training and advice is also provided to departments on key areas of SEND, including ASD and supporting students with speech, language and communication difficulties.

Each department has identified a SEND Link representative who meets with the SENCO and department colleagues as part of the school development groups once per term. The aim of these meetings is to identify department training needs, share special needs teaching pedagogy and good practice. Specialist professionals such as the Speech and Language Therapist, ASD advisor (BOAT) and the Educational Psychologist are able to attend key sessions as required.

All Learning Support Department staff participate in the full range of school based CPD and INSET including dedicated Learning Sets for Learning Support Assistants based on MITA (maximizing the impact of teaching assistant) recommendations. Specific training is provided within the department as part of formal induction processes, in daily SEND morning briefings, in fortnightly SEND departmental meetings and ad-hoc training opportunities that are usually in response to a specific special need. External CPD is planned to meet objectives identified on the department SEF (School self-evaluation framework) and department development plan (DDP) as well as specific outcomes on students' EHCPs.

There is a dedicated area on the school-shared drive with Inclusive Teaching Strategies and other useful support materials including access to the AEN Booklet and the students' EHCPs. In addition, the department subscribes to several professional journals and organisations including: NASEN Connect and SEND Leader in order to keep up to date with recent developments.

## Complaints

---

We always strive to resolve concerns amicably either through the teacher, SEND staff or the SENCO (please see the Borough Complaint's procedure listed on their local offer). We make ourselves as accessible as possible and are always glad to chat informally via phone, email or in person. Alternatively, we are happy to make a time for a more formal meeting and you are welcome to bring family members or people acting as your advocate or translator, if required. If you are not happy with the SENCO, you can make an appointment with the Head of the School to discuss your concerns. Please see the school's complaints policy for a full outline as the complaints procedures at Preston Manor School.

Special Educational Need and Disability Information, Advice and Support Service (SEANDIASS) will support parents and carers who have a problem or disagreement with a school or Brent Local Authority. They will seek the opportunity for mediation, for an independent opinion and offer support in resolving the issue positively.

Additional Useful Links:

- Preston Manor's SEND Information Report: <https://www.preston-manor.com/page/?title=SEND&pid=80>
- Brent Local Authority's SEND Local Offer: <https://www.brent.gov.uk/localoffer>
- Brent SENDIASS: <https://www.brent.gov.uk/sendias>

## Appendices

### SIG Pastoral Gateway Referral Form:



#### Pastoral Gateway Referral Form (SIG)

**Please note: any Child Protection concern should go directly to Hannah Jones**

Pupil Name:	Form	Gender
-------------	------	--------

1. Reasons for referral (tick):

Possible learning difficulties	Needs more challenge/ aspirational	
Underachievement	Poor organisation	
Lack of engagement with school	Anger/ self-regulatory Issues	
Poor punctuality / attendance	Poor relationships with peers	
Concerns about mental health & well-being	Poor relationships with adults	
Victim of bullying	Concerns about physical health	
Low level disruption	Bullying behaviour	
Possibly involved in anti-social behaviour	Other:	

2. Please supply a short bullet-point summary of your concerns:

--

3. What action/ support has been taken to date (if any):

--

4. Nature of support recommended (please highlight):

SEN Team	EAL Team	Counselling	Mentoring (pastoral)
School Nurse	Attendance	Career's	Behaviour support
SALT	In-house Programmes (BBC, DIVA, etc)		
Needs Wave 3	External Agency (CAMHS, EPS, BOAT, etc)		

Referrer's name:	
Date of referral:	

Please return the completed form to Jasna Demirdzic: [j.demirdzic@preston-manor.com](mailto:j.demirdzic@preston-manor.com)

## Appendices

### Access Arrangements request form for Controlled Assessments

Please email request to Alison Dynan **AT LEAST 4 WEEKS IN ADVANCE** for any **HIGH Control** Assessments and **AT LEAST 2 WEEKS IN ADVANCE** for **LOW & MEDIUM** Control Assessments

### Access Arrangements request form for Controlled Assessments

SUBJECT:			Completed by:		Date requested:	
Date/s	Period	Venue	Teacher code	Level of control H M L	Students names and AA	Brief outline of assessment

### Access Arrangements request form for in class assessments

Please email request to Alison Dynan AT LEAST 10 DAYS IN ADVANCE.

You must also include a lesson for the students to access their extra time if the test length is 1 hour or more where applicable.

### Access Arrangements request form for in class assessments

Department:

Date requested:

Completed by:

Date of test	Period/s	Class code	Teacher	Length of test	Classroom	Students names and AA

#### Key for AA

S= scribe

P= prompt

R= reader

+= extra time

Rest= supervised rest breaks

Lap= laptop