

1. *What school leaders and governors, including the school's SENCO, do to make sure that all students feel welcome, included and achieve their potential.*

The Special Educational Needs Coordinator (SENCO)

Our SENCO/ Head of Inclusion, Ms Taryn Neale, is a permanent member of Preston Manor's Senior Leadership Team and this ensures that SEND issues are regularly discussed and kept under review at a Senior level.

Ms Neale has responsibility for SEND and Inclusion. She works closely with subject teachers, DSDs (Directors of Student Development) and other pastoral staff members. She plans and monitors the programmes of support for individuals who have been identified with SEND.

The main duties for the SENCO include working with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school as well as having the day-to-day responsibility for the operation of this SEN policy and coordinating specific provision made to support individual students with SEN, including those who have EHC plans.

The SENCO has the support of two deputy SENCOs in the day-to-day operations of the Learning Support Team: Ms Briggs is the KS3 Deputy SENCO, who manages aspects of KS2/3 and KS3/4 transition, and Ms Dynan is the KS4 Deputy SENCO, who manages aspects of KS4/5 transition and access arrangements.

You will be able to see a list of our SEN offer – including our KS3/4 and 5 provision offer as well as our KS4 Curriculum Offer – in the Appendix of this document. You can also find it in our SEND Policy. We will provide you a summary of the provision your child is being allocated upon your request. This is called a personal provision map and it shows the way we provide support for different learning needs, such as reading, writing, numeracy and communication.

The SEN Governor

Preston Manor's SEN Governor is Mr Jonathan Bach.

The Headteacher

Preston Manor's Executive Headteacher is Mr Russell Denial.

Preston Manor's Headteacher for the Upper School is Mr Stuart Taylor.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with Learning Support staff (teachers and/ or assistants) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

- Deliver Quality First Teaching which means high quality inclusive teaching together with a whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing a child's progress.

FREQUENTLY ASKED QUESTIONS – leadership, management and governance

Q. Who are the key people involved in making decisions about students with SEND?

A. The person with overall responsibility is the Headteacher. The SENCO manages the day to day provision and planning and works closely with the Learning Support Teachers (LSTs), Higher Level Teaching Assistants (HLTAs), Learning Support Assistants (LSAs), Pastoral Assistants and other key Inclusion staff. The majority of SEND time is allocated into mainstream classrooms to ensure that students with SEND have the support necessary to make progress in their studies. If your child has an Educational Health Care Plan, they will have an allocated SEND keyworker for you to communicate with. They will introduce themselves to you at the start of every academic year and communicate regularly about your child's progress and provision.

Q. Who is keeping an eye on my child's progress at Preston Manor?

A. All members of staff who teach and support your child will be checking on your child's progress. This includes your child's Form Tutor and both subject and support teachers, all who will be checking on his/her progress and will report regularly on this progress. If your child is in receipt of support that is different or additional to the norm, then the SENCO and/or members of her team will also be involved.

Q. What funding and resources does the school have for my child with SEND?

A. We receive funding at the start of the financial year for supporting students with SEND. The amount of funding is designated by the local authority to reflect the different level of needs in each school/ academy in the borough.

Q. If a child has an exceptional level of need, can the school apply for additional funding?

A. Yes, we can. If a student is presenting with an exceptional level of need, after careful monitoring of support and progress, we will engage with you in discussions about your concerns and ours. We will decide together the next course of action. This may lead to the school making an application to the Local Authority for an Educational Health Care Plan. The school then has to show that it is using existing resources effectively and the student is still not making adequate progress. If the borough agrees with the school's and/ or parents'/ carers' assessment that additional funding is needed, Brent will carry out an Educational Health Care Plan Assessment. At the end of this assessment period, an Educational Health Care Plan will be published. This will outline areas of need, desired outcomes and accord additional funding to the academy. You can find more details on the Brent Local Offer website:

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