

2. How we develop the skills, knowledge and expertise of academy staff.

All staff, including all support staff, have regular training and guidance to meet the needs of our students.

At least one of our training days has a SEND focus where we make sure that teachers and supporting staff:

- have an awareness of the different special educational needs and disabilities in our school.
- know where to find all the data, including positive teaching strategies and SEN pupil profiles found in our Additional Educational Booklet, needed to meet the needs of all the pupils that they teach.
- are able to plan and teach/support lessons which meet the needs of all students.
- understand the social, emotional and behavioural needs of students with SEND.

We provide ongoing training for all of our SEN staff, including our HLTAs/ LSAs, who are working with students with a particular SEND for example, numeracy, and literacy and/ or communication difficulties. For example, where a child may have a significant hearing impairment, we will ensure that the hearing specialist delivers bespoke, personalised training to all staff who teach that specific student.

The Learning Support Team meet daily to share relevant information on pupil support and provision. This time is also used for training purposes and gives the team opportunities to share resources.

The Learning Support Department consistently raises the profile of our pupils identified with SEND by promoting inclusion and inclusive teaching through, for example, ensuring all relevant pupils' learning needs and strategies are included in the Additional Educational Needs Booklet or making sure that SEN information and training is part of whole school focus.

We provide ongoing specialist training for Subject Teachers, Learning Support Teachers, Higher Level Teaching Assistants and Learning Support Assistants (and other relevant staff) who support students with the most complex needs, for example, those who have been identified with general Learning Difficulties, Developmental Language Delay and/or Autism.

The SEN COP 2014 recognises that there are four main categories of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or physical needs

We know that children will frequently have a range of needs.

At the start of the academic year staff are briefed on key SEND issues and processes at the school. The Learning Support Department has dedicated time at the beginning of the school year to highlight SEN processes, to inform staff on any important changes to provision or circumstances for SEN students and who gives guidance on where to find important documents where they can access further information. Staff are given instruction on where to find the SEN Policy, our collaborative teaching practices and the Additional Educational Booklet. SEND student information is shared with them and staff are informed how to raise concerns for specific pupils using the Pastoral Gateway Referral system.

At Preston Manor, Inclusion Managers meet weekly in a referral panel (SIG) to go through each referral received from the Pastoral Gateway system. All staff, parents and the students themselves are able

to raise concerns and those concerns will be discussed in our weekly panel (SIG) where the school will decide the most appropriate intervention. The SIG meeting is outcome focussed. This discussion is mapped onto the student's personalised provision map and an Inclusion Manager is nominated to ensure that the action is taken. Please see our SEN Policy if you require a more in-depth description of Preston Manor School's referral processes.

Members of our SEN team attend training sessions run by national and local organisations. To facilitate this, we often try to host group training sessions and, where appropriate, open the training to colleagues from other Brent schools. This allows for inter-school collaboration and positive networking ensuring that our curriculum and support package remains modern and competitive.

We regularly run drop-in sessions for all members of staff to learn more about how to meet the different special educational needs or regarding the support and provision of specific students. For example, we have recently hosted Brent's Visual Impairment service to run a training session to better support two of our students with significant visual impairment.

FREQUENTLY ASKED QUESTIONS - Skills, Knowledge and Expertise of academy staff

Q. How will all of the teachers know about my child's needs?

A. The SENCO manages the SEND register. The students that are monitored on the register, or who are new arrivals to Preston Manor, will be included in the Additional Educational Booklet that will list their specific needs, how they like to be taught/ supported and areas of particular interest the students wish to share with their teachers. The profiles in this booklet are edited termly and published to all staff. Their interventions will be tracked on the school's provision mapping system (SIMs). The SENCO and SEN team also gives guidance and advice on the most successful strategies for supporting students with SEND.

Q. How do you make sure that staff new to the academy are able to meet my child's needs?

A. All staff new to the school have an induction programme which includes input from the SENCO. We provide detailed information about the range of pupils in her/his class, personal support and detailed guidance on how to provide high quality teaching and support.

Q. Will there be someone in the academy who has experience and training on my child's needs as soon as he/she starts?

A. We have a wide range of expertise in our Learning Support team. We have staff who are trained to offer appropriate support in many areas of learning needs. They receive support and ongoing training from specialist services to make sure that our expertise is current. If a child is coming to our school with needs requiring new expertise, we make a plan to develop that expertise and provide relevant ongoing training.

Q. Will my child have a key worker?

A. Yes. In the first instance, a pupil's keyworker is their form tutor. If your child has an Educational Health Care Plan, your child will automatically be allocated a keyworker from the Learning Support Team. Where a pupil has complex needs and multi-agency intervention, a key worker from the Learning Support Team may be allocated to your pupil. The Key Worker of a pupil will coordinate provision and monitor the achievement and well-being of your child.