

Preston Manor School Parent Information: School SEND offer

All Brent maintained schools have a similar approach to meeting the needs of students with special educational needs and are supported by the local authority to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be inclusive, with the needs of students with SEND being met in a mainstream setting wherever possible. SENAS will name a specific school for a student with a Statement for SEND based on a thorough assessment of student needs after consulting extensively with parents, teachers and lead professionals.

Preston Manor School aspires to be a fully inclusive school and strives hard to ensure that all students achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the range of their school experience. Support is provided for any student who at any time in their school career requires additional or different provision to help them achieve success.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs we have specific needs based plans which help support their development and accelerate progress. Children at Preston Manor School make good progress and achieve in line with other schools nationally with SEND.

This document is intended to give you information regarding the ways in which we ensure we support all of our students including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Please see below the Preston Manor School SEND Offer.

Invitation to participate in consultation: Have your Say

As parents your views are important to us. It is our intention to invite you to engage with a consultation process on our local offer early in the autumn term with a view to finalising the document in November.

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| <p>1. How can I let the school know I am concerned about my child's progress in school?</p> | |
| <ul style="list-style-type: none"> • If you have concerns about your child's progress in a particular subject you should speak to your child's teacher initially. • If you are still not happy you should contact the Head of Department for the particular subject where there is concern. • If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the relevant teachers within the Learning Support Department: KS3 students: Assistant Deputy SENCo Ms Monique Briggs and for KS4 students: Deputy SENCo Ms Szilvia Soter. Compass ARP: Ms Tricia Laing and Speech & Language ARP: Mrs J Wilmott • If you are still unhappy you can speak to the SENCO Mrs Ann White and the Assistant Head teacher for Inclusion- Ms Caren Urbani. | |
| <p>2. How will the school let me know if they have any concerns about my child's learning in school?</p> | |
| <p>If your child is identified as not making progress the progress the Director of Student Development for the year group will consult with the Learning Support Department and a lead teacher will contact you:</p> <ul style="list-style-type: none"> • to discuss this with you in more detail and to listen to any concerns you may have • to plan any additional support your child may receive • discuss with you any referrals to outside professionals to support your child's learning | |
| <p>3. How is extra support allocated to children and how do they move between the different levels?</p> | |
| <ul style="list-style-type: none"> • The school budget, received from Brent LEA, includes money for supporting children with SEND. • The school allocates all funding received from the LEA for students with statements to provision for those students. • The Assistant Head teacher for Inclusion, the SENCo and lead professionals within the Learning Support Department discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ○ The children getting support already ○ The children needing extra support ○ The children who have been identified as not making as much progress as would be expected They decide what resources/training and support is needed. • The Lead teacher for Therapeutic Interventions (Ms J Bardsley) chairs a weekly Strategy Intervention Group encompassing Directors of Student Development, Pastoral Support Workers, SENCO and School Counsellors to discuss student needs and identify appropriate interventions. | |

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| <p>4. Who are the other people providing services to children with SEND in this school?</p> | |
| <p><u>Directly funded by this school:</u></p> <ul style="list-style-type: none"> • Speech & Language Therapist • Ten specialist SEND teachers • Lead Behaviour and Therapeutic Interventions Teacher- The Manor House • Learning mentor- Mr Carboo • Pastoral Support Workers (Mr Petrie, Ms Brown, Ms Juliette) • Five HLTA (higher learning teaching assistants) Ms Smith, Mrs Dynam, Mrs Sharma, Ms Davod & Mrs Rankine) • Twenty three Learning Support Assistants • Connexions Service (careers advice) Ms Thames, Ms Abrahams and Intensive Careers Support Worker: Danijela Kabrielian, Connexions Intensive Personal Adviso <p><u>Paid for centrally by the Local Authority but delivered in school:</u></p> <ul style="list-style-type: none"> • Brent Autism Outreach Team (BOAT) • Brent Visually Impaired Service (BVIS) • Brent Hearing Impaired Service (BDHIS) • Brent Inclusions Team • Social Services • Educational Psychologist • Connexions (to attend Annual Review Meetings for Year 9, 11 and Year 13 students) • Speech & Language Therapy for named students <p><u>Paid for by the Health Service (NHS Trust) but delivered in school:</u></p> <ul style="list-style-type: none"> • School nurse • Physiotherapist • Occupational Therapist | |
| <p>5. How are the teachers in school helped to work with children with SEND and what training do they have?</p> | |
| <ul style="list-style-type: none"> • The SENCo in conjunction with teachers within the Learning Support Department is responsible for supporting the subject teachers in planning for children with SEND • Currently the school is planning to deliver SEND training to staff through its Learning Sets CPD, teaching & learning briefings and other planned activities. • All student teachers and NQTs engage with a full induction programme including training on teaching students with SEND. • The school also provides training on school INSET training days. • Additional training on SEND, such as ASD and SLCN, is provided by lead professionals from the ARPs as well as outside agencies at LA level e.g. BOAT and BVIS. • Individual teachers and support staff attend training courses run by agencies outside of school as identified in department development plans. • There are also online training materials such as the Inclusion Development | |

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| Programme that teachers use in addition to other online training. | |
| 6. How will the teaching be adapted for my child? | |
| <ul style="list-style-type: none"> • Subject 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. • The Learning Support Department teaching staff can adapt or modify the teachers' planning to support the needs of your child and are available to consult with subject teachers. • Specific resources and strategies will be used to support your child individually and in groups e.g. modified handwriting pens, neowriters, coloured overlays, visual timetables; key words and writing frames as appropriate • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs where necessary • Good practice is regularly disseminated to staff through weekly teaching and learning briefings and the Preston Manor Teaching & Learning Journal (TLJ) | |
| 7. How will we measure the progress of your child in school? | |
| <ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her subject teacher • His/her progress is reviewed annually in all subjects. • The school produces progress data each term and can identify when a child is not making expected progress. • Children who have SEN support will have a support plan which will be reviewed, with your involvement, every term and the plan for next term made. The plan is to fit the requirement for a termly meeting by utilising the Annual Review meeting, Parent Consultation Evening and one other consultation evening. • The progress of children with a statement of SEND/EHC Plan is formally reviewed at an annual review with adults involved with the child's education. • The SENCo and Learning Support teaching team will also check that your child is making good progress. | |
| 8. What support do we have for you as a parent of a child with SEND? | |
| <ul style="list-style-type: none"> • The subject teachers are available to discuss your child's progress or any concerns you may have. The Head of Department of each subject area is also available to meet with you. • The Directors of Student Development and Pastoral Support Workers are available to discuss any concerns you may have about your child. • Form tutors will meet with you and your child for Learning Conversations to discuss progress and any concerns. • Your child will have an SEND teacher assigned to him/her who will act as their keyworker. They will coordinate the support for your child and you can contact them if you are concerned. • The school will make every reasonable effort to keep you informed of any issues that arise. • The SENCo, Deputy SENCo (KS4) or Assistant Deputy SENCo (KS3) is available to meet with you to discuss your child's progress or any concerns you may have. If you child is in and ARP this will be the relevant ARP Manager. • All information from outside professionals will be shared with you. | |

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| <ul style="list-style-type: none"> • Support plans will be reviewed with you. • Statements of SEND will be reviewed with you at the end of each year. • Regular emails may be used to support communication with you and your child. • There will be several opportunities during each school year when you will be invited to attend school to discuss your child's progress. • Parents are encouraged to support shared goals at home. • Access to Parent Partnership and One Voice- an independent parent support group are planning to develop termly parent forums in conjunction with the Learning Support Department. | |
| <p>9. What support is there for my child's overall wellbeing?</p> | |
| <ul style="list-style-type: none"> • We are an inclusive school; we welcome and celebrate diversity. The staff believes that children having high self-esteem is crucial to a child's well-being. We have a caring understanding team looking after our children. • The Director of Student Development has overall responsibility for the pastoral, medical and social welfare of every child in the year group; he/she would be the first point of contact. If further support is required they liaise with the SENCo and Learning Support Department teaching team for further support and advice. This may involve working alongside outside agencies such as Health and Social Care and/or specialist educational services. • Each child has a form tutor whom they meet every morning. This teacher will know your child well and will monitor their health and well-being in addition to their progress in school. | |
| <p>10. How does the school manage the administration of medicines?</p> | |
| <ul style="list-style-type: none"> • The school has a policy regarding the administration and managing of medicines. This will be published on the school website following ratification by the Governing Body. • Parents need to contact the Director of Student Development or Pastoral Support Worker if medication is recommended by Health Professionals to be taken during the school day. • The SENCo in conjunction with the Pastoral Support Worker and School Nurse will formulate a medical plan which outlines the medical care including medications to be taken. This is reviewed annually. A medical register is kept to inform staff of any student's medical needs including action to be taken. Confidentiality is respected and only pertinent information is shared. • On a day to day basis trained first-aid support services staff oversee the storage and administration of any medicines. • The school ensures that a number of staff have up to date first aid training. Staff who support our students with SEND are given updates on medical conditions as appropriate. | |
| <p>11. How is Preston Manor School accessible to children with SEND?</p> | |
| <ul style="list-style-type: none"> • All children with SEND are assessed on entry to the school. • The ground floor buildings are accessible to those with physical disability. • Teaching resources and equipment used are accessible to all children including those with SEND as outlined in our Accessibility Plan published on the website. | |

12. How will we support your child when they are leaving this school or moving 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
 - When your child moves to another class, information about how to support your child is shared with the new teachers.
- In Year 6/11:
 - The SENCo or lead teacher within the Learning Support Department will attend transition meetings to discuss the specific needs of your child with the SENCo of the primary school. Specialist sessions may be arranged for some students as appropriate.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.
 - We write social stories with children if transition is potentially going to be difficult.
 - When children are preparing to leave us for a new school, we arrange additional visits where possible. Our feeder schools run a programme specifically tailored to aid transition for the more vulnerable students.
 - 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. A careers advisor is also invited to attend.
 - We work closely with the Connexions Service who interview all students and prepare them for transition to KS4/5 and on to college/university.
 - Keyworkers will often accompany students with SEND to college open day events.

13. How will my child be able to contribute their views?

- We value and 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 discuss and set their targets with relevant staff.
- [There is annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.](#)
- [There are compliments & complaints boxes in specified areas which are regularly checked 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.

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| <p>14. What support is there for behaviour, avoiding exclusion and increasing attendance?</p> | |
| <ul style="list-style-type: none"> • As a school we have a very positive approach to all types of behaviour with a clear rewards and consequences system that is followed by all staff and students. • If a child has behavioural difficulties an individual behaviour management plan (IBMP) 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 is monitored daily by school admin staff and a texting parents system is in use. A colour-coded system is used to monitor the attendance & punctuality of all students and this is shared with students to encourage them. • Lateness and absence are recorded and monitored by the leadership team. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. Year Leaders will be in touch with parents by telephone if there is any cause for concern. | |
| <p>15. How will my child be included in activities outside the classroom including school trips?</p> | |
| <ul style="list-style-type: none"> • All students are included in all parts of the 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. • A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. 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. • The Learning Support Department engages with key sporting activities across Brent aimed at increasing the participation of students with SEND. • In September a new member of the Learning Support Department teaching team will adopt responsibility for increasing participation in extra-curricular activities of students with SEND. | |
| <p>16. How are the school's resources allocated and matched to children's SEND needs?</p> | |
| <ul style="list-style-type: none"> • We ensure that all students who have SEND have their needs met to the best of the school's ability with the funds available. • We have a team of staff 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 high level and complex needs are given the most support. | |

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

- Our SENCo is an experienced teacher of students with SEND and will finish statutory accreditation in July 2015. She also holds a qualification in teaching children with specific literacy difficulties and is working to complete a Masters in Special and Inclusive Education.
- We have several teachers who are qualified to carry out assessments for special arrangements in exams and others who are training to do so.
- ARP Managers are highly experienced practitioners holding appropriate qualifications within their area of expertise.
- Within the Learning Support Department teaching team there is considerable experience teaching student with a variety of SEND.
- At school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for HI/VI/ASD, the Behaviour Support Team; health including – GPs, school nurses, clinical psychologists, speech & language therapists, occupational therapists, paediatricians; Social Services including locality teams and social workers.
- We employ our own speech therapist who may arrange for your child to have an intervention if there are speech & language issues and who can also work with your child's class teachers to ensure that intervention work is embedded in the classroom.

18. What if I need to complain?

Parents have the following rights of redress, should the school, governors or LA fail in it duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school complaints procedure
- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider)
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- 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).