SEN INFORMATION REPORT

PRESTON MANOR SCHOOL

An All-Through School

Governors' Committee Responsible: Jonathan Bach	
Statutory Provision: Statutory	
Policy Author: Taryn Neale	**Review Period:** Annual
Date reviewed: April 2025	**Next Review:** April 2026

1. Introduction

Welcome to our Special Educational Needs Information Report.

Preston Manor School offers a high-quality education in a vibrant, inclusive community. We foster a culture of excellence, supporting every student to achieve, grow, and develop a lifelong love of learning. Through challenge, support, and diverse experiences, we prepare our students to become resilient, creative, and successful adults.

"I am proud to lead our wonderful all-through School as we continue our journey making every young person's school experience memorable by striving for excellence. Our school is a vibrant, happy school where our young people join us in Reception and can stay with us all the way through until the end of Year 13. It is truly a unique experience that we have to offer and one that is centred on our strong partnership with our students and their families, realising each individual's potential.

Our school is part of our community - and our community shares the pride that we have in our performance. We have consistently high performance in our public examinations as well as providing many opportunities outside of the classroom to develop and nurture our young people as we prepare them for 21st Century society.

We are an inclusive school where every individual is valued and diversity is celebrated. We are committed to the equality of opportunity and we are rightly proud of our caring and nurturing ethos. Visitors to our school always comment on how warm, friendly and welcoming our school is.

At Preston Manor we seek to provide an education that enables our students to gain university places of their choice, the desire to continue lifelong learning, the skills needed to be successful in the workplace, and the ability to be emotionally aware. It is our ambition for students to leave us well prepared to be an active citizen of both today and the future." *Mr Russell Denial, Headteacher*

The school's latest Ofsted report recognises how successful we are in our inclusive approach stating:

*"Pupils with special educational needs and/or disabilities (SEND) flourish here. Including those in the specially resourced provision for pupils with SEND." (*Ofsted, p1, 13/7/20220*)*

The school successfully underwent the Inclusion Quality Mark (IQM) assessment in June 2023 where the assessor stated that:

"Inclusion is at the heart of Preston Manor School." (Report on IQM Inclusive School Award, p2, 13/6/2023)

What we think is important at Preston Manor School

- We welcome difference and diversity. Our culture is based on respect, strong relationships and tolerance. We are unequivocal in challenging discrimination.
- We help all of our pupils to realise their potential and to recognise the basic equality of all people so that they can become independent, self-motivated learners and responsible citizens.
- We value and celebrate the achievements of all our students.
- We are committed to working in partnership with parents to ensure they are well informed and centrally involved in the life of the school.
- We involve parents and their children in planning and reviewing progress; we keep parents informed of their child's progress and share positive information with them, as well as raise issues where necessary.

- We provide expert support and resources for students with SEND to fulfil their potential. We do this by monitoring their performance and of staff carefully and systematically.
- We make sure that all our staff has the knowledge and skills to support all students with SEND in our school.

The SEN Information Report is designed to give you information about the ways in which we support all children at Preston Manor School, including those with special educational needs and disabilities (SEND) and learning difficulties, so that everyone can reach their full potential. Provision may change over time to reflect the changing needs of our students as they develop.

If you would like further information on what Preston Manor has to offer, please do not hesitate to contact us directly.

2. Aim

The aim of our school's SEN Information Report is to inform parents and carers about:

- how we welcome into our school children with special educational needs and/or disabilities
- how we support them in all aspects of school life and remove barriers to achievement
- how we ensure that all staff are well trained, positive and purposeful about the inclusion of students with SEND
- how we work in close partnership with parents/carers and children
- how we make effective provision for all of our children with special educational needs and disabilities (SEND)

Preston Manor School's SEND Information Report links to the information which Brent Council provides for parents and carers of children with SEND. You can see this on Brent Council's website:

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

We will keep our SEN Information Report under review – asking parents and students what is working well and what they want to improve. The next review date for our SEN Information Report is **April 2026.**

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Who to contact for more information

SENCO/ Head of Inclusion

The SENCO at Preston Manor is **Ms Taryn Neale**.

Ms Neale is the first person to contact if you have any questions about SEND at Preston Manor and she leads on the day-to-day operation of our SEND procedures.

Email: t.neale@preston-manor.com

SEND Administration Assistant: **Mr Chris Tancred**

Mr Tancred facilitates the smooth running of the Learning Support Department. He can help you with general information about the SEN department, including directing you to appropriate staff and coordinating visits.

Email: c.tancred@preston-manor.com

Manager of Lighthouse (Speech and Language Base Additionally Resourced Provision: SpLB ARP)

Lighthouse Manager at Preston Manor is **Ms Carla Courtney.**

Ms Courtney is the first person to contact if you have any questions about Lighthouse, our Speech and Language designated ARP. Please be aware that Lighthouse is intended for up to 12 students who experience difficulties in a range of areas relating to their SLCN including difficulties with receptive and expressive language; phonological awareness; listening and attention, social interaction and pragmatic understanding. They require appropriate specialist support to enable them to access learning activities in the classroom. In order to be considered for entry to the ARP, students must have an Educational, Health and Care Plan (EHCP) with a Speech, Language and Communication Need (SLCN) as a primary need.

Email: c.courtney@preston-manor.com

Manager of Compass (Autistic Spectrum Disorder (ASC) Additionally Resourced Provision ARP)

Compass Manager at Preston Manor is **Ms Siobhan Meehan.**

Ms Meehan is the first person to contact if you have any questions about our ASC designated ARP. Please be aware that the Compass is intended for up to 12 students who experience difficulties in a

range of areas relating to their ASC including difficulties with social interaction; transitions or changes in routine; sensory processing, strong or unusual personal interests and repetitive, obsessive behaviour and/or intense and prolonged emotional reactions. They require appropriate specialist support to enable them to access learning activities in the classroom. In order to be considered for entry to the ARP, students must have an Educational, Health and Care Plan (EHCP) with Autistic Spectrum Disorder (ASC) as a primary need.

Email: s.meehan@preston-manor.com

6. SEN Information Report

We present our SEN Information Report under 12 headings:

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.
2. How we develop the skills, knowledge and expertise of academy staff.
3. The contribution that specialist services and teams make to the progress and well-being of students with Special Educational Needs and Disabilities.
4. How we identify and assess students with Special Educational Needs and Disabilities, including you in the process.
5. How we review your child's progress.
6. How we make sure that teaching and support helps your child to learn and make good progress.
7. How we make sure that students with Special Educational Needs and Disabilities enjoy a broad and balanced curriculum.
8. How we make sure that our school and classrooms are safe, accessible and stimulating.
9. How we work in partnership with parents and carers.
10. How we listen and respond to students and young people with Special Educational Needs and Disabilities.
11. How we support students with Special Educational Needs and Disabilities joining our school, leaving our academy and making transitions.
12. How we support students' health and general well-being including their safety, attendance and positive behaviour.

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 a Deputy SENCO in the day-to-day operations of the Learning Support Team: Ms Alison Dynan. Ms Dynan supports all aspects of the day-to-day running of the Learning Support Department, including facilitating access arrangements for assessments and formal examinations. She can also be contacted if you have any questions or concerns about your child encountering specific difficulties at school that may be a special educational need. Her email is a.dynan@preston-manor.com

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 Tom Phillips.

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 despite using existing resources effectively, 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

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 Outreach Autism Team to run a session on supporting students with Demand Avoidance.

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.

3. The contribution that specialist services and teams make to the progress and well-being of students with Special Educational Needs and Disabilities.

Teaching and support staff work closely with members of specialist services which provide support for our academy. A full range of these services works in our academy are:

Specialist Service	Frequency	Examples of what they do
NHS Speech, Language and Communication Service	3 days per week	Observation of children Advice to staff, parents and children Target specific pupils with complex SLCN for intervention group Support for assessments
Educational Psychologists: external service (Brent)	Termly visits plus statutory work	Observation of children Advice to staff, parents and children Support for assessments
Brent Outreach Autism Team: external service	Termly visits plus statutory work	Input for pupils with an ASC diagnosis: Observation of children Advice to staff, parents and children Support for assessments
Mental Health Support Team (MHST): trained mental health therapists in schools	By referrals for specific children (early intervention)	1:1 support for students with mild emotional and mental health well-being, counselling/ coaching sessions for students SEMH group intervention

Children and Adolescent Mental Health Service CAMHS: external service (Brent)	By referrals for specific children	Support for the emotional and personal development of children Staff training
Brent Counselling Service	In-school, as needed	1:1 support for emotional and mental health well-being, counselling/ coaching sessions for students and staff SEMH group intervention
Hearing and Visually Impaired Service: external service (Brent)	As needed: by referrals for specific children	Support and advice to parents, children, school staff on meeting the needs of pupils with hearing and/or visual impairments.
Occupational Therapists: external service (Brent)	As needed: by referrals for specific children	Support and advice to parents, children, school staff on meeting the needs of pupils with physical impairments and/or fine and gross motor difficulties.
Community Policing Team	In-school position	Support and advice to parents, children, school staff Keeping our school community safe
Health Welfare Officer	Full-time in-school position	Responsive mental first aid as needed Ongoing support for students and families who have ongoing health difficulties Completes and monitors Health Care Plans
Schools' Health Team: School Nurse	By referrals for specific children	Support and advice to parents, children, school staff on health matters including vaccinations, hearing tests, child development and other medical concerns.
Physical Disability (PD) Outreach Service (Brent)	By referral	Available to support transition of pupils with physical disability

These services share the responsibility for improving the well-being, inclusion and progress of each student they work with. They provide a range of support including:

- working one to one and with small group work with students
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

You can find more information about specialist services who work with Brent schools in the Local Authority website:

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

FREQUENTLY ASKED QUESTIONS - SPECIALIST SERVICES AND TEAMS

Q. Will I be able to meet the speech therapist who is working with my child?

A. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress. You will be consulted and kept informed of the process and outcomes.

Q. How long does a referral take?

A. This depends on the needs of the student and the different services. You can find more details about the specialist services working in Brent schools and academies using the following link:

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

There are some useful links on the school's SEND Policy for you to access, offering information and links to various services in Brent.

Q. If my child is referred to a specialist service, how will I know what's going on?

A. We **will always** involve you in any decisions about whether your child has special educational needs and the best ways to provide support. If your child requires these services we will involve you in the process at every stage.

4. How we identify and assess students with Special Educational Needs and Disabilities, including you in the process.

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEN/D. We visit the primary schools to discuss children's transfer to Preston Manor School and ensure that we have a full picture of the support that is needed. Where there is significant concern for secondary school transition, for example if a student has been identified with a complex special educational need, the school will visit the pupil in their primary schools whilst in Year 6 and meet them and their parents. For those students with EHCPs, the Learning Support Department will run additional transition events such as Y6 Parent Coffee Morning, Y6 Student Headstart Taster day and other personalised visits.
We also analyse a wide range of information from primary schools about students' needs including their progress and standards in literacy and mathematics. This helps us to plan the right kind of support and provision. The Learning Support team work closely with the Year 7 team to support a smooth start to Year 7 with a buddying system and appropriate student groupings into tutor groups for your child, where appropriate.

Upon entry to Preston Manor School your child's previous academic achievements will be recorded and distributed to staff. Prior to their September start, our new intake will sit the NFER Cognitive Assessment Test (CATs) which allows the school a very broad picture of the students' cognitive strengths and areas for development. When they start in September, Year 7 students sit a standardised on-line Reading Test (NfER Reading Test). From this information and their end of KS2 levels (SATs and/or Teacher Assessment levels) the school gets a good picture of where your child's strengths lay and is also able to set realistic and achievable short, medium and long-term targets. Every subject teacher ensures their students complete regular assessments and maps your child's progress on Go 4 Schools. Parents are able to access their child's Go 4 School's Learning Profile whenever they wish. Go 4 Schools also gives information about homework completion and keeps records of behaviour information that parents can track.

The Learning Support Department uses KS2 information, CATs and NfER results to screen whether a student may require more specific assessment. The school has a Literacy Specialist Teacher on the Learning Support Team who, where necessary, can complete further, and more specific, screening assessments. This builds a better picture of literacy and/ or numeracy strengths and areas for development. From these more specific, and often 1:1, assessments, the Learning Support Department ensures a more personalised response to a student's intervention needs such as, for example, whether a daily reading intervention is required or a numeracy intervention group could be beneficial.

As a new parent/carer to Preston Manor School, you will have the opportunity to meet with a member of school staff so you can share with us all the information you feel we need to provide the best possible education and care to them. In this meeting, it may be possible to agree a support programme or you will be given details of the relevant person with whom to discuss this with. We will

make sure that the information you give us will be shared with all of your child's teachers, should you wish.

Moreover, if your child has a medical condition or need, you will be invited to meet with a member of staff to complete and sign a Health Care Plan. This will allow you to inform the school of your child's specific medical needs, medication and other special arrangements Preston Manor will need to undertake to ensure continuing good health. This plan will be updated annually or as needed. Ms Karen Ryan is our full-time on-site medical welfare officer who oversees this area.

We identify and assess needs throughout a student's time in our school through regular and rigorous whole school assessment procedures.

For students coming in to Year 7, we ask whether parents or carers have any concerns about their children, for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child as soon as he/she starts school.

Finally, throughout the year, the Learning Support team will invite parents who have children identified with special educational needs to open sessions, where they can book an appointment and discuss their child's provision, progress and any other concerns directly with a member of SEN staff.

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress.

You can see more details on how we identify students with SEN/D in our SEN policy.

FREQUENTLY ASKED QUESTIONS - HOW WE IDENTIFY AND ASSESS STUDENTS WITH SEN/D

Q. If I feel that my child has a SEN, who do I contact?

A. Your first point of contact is your child's form tutor or your child's DSD/ assistant DSD. If she/he cannot help, she/he will put you in touch with a member of the Learning Support Department. They will always communicate with you about your concerns before there is an agreement that your child has a special educational need and before the school plans a programme of support.

Q. How does the school decide that a student has a special educational need and goes on the SEN Register? Are there criteria?

A. The school follows a rigorous identification process in order to accurately identify pupils who have special educational needs. A key criterion is a lack of progress, taking into account the pupil's age and individual circumstances. Please see the academy's SEN Policy for the identification and assessment of pupils with special educational needs.

Q. Will my child have an individual plan?

A. Preston Manor School has an information sharing system whereby the needs of all pupils are highlighted with all teachers and positive teaching strategies are shared. The system is updated termly. If your child has an Educational Health Care Plan, the Learning Support Team will build an annual plan to ensure that we cover all the statutory provision outlined in their EHCP. This is then mapped on your child's personal provision map. The information within these documents will focus on the most important areas of need and are then monitored by SEN staff both within the classroom and during intervention sessions. Furthermore, your child's termly provision will state which lessons they are being supported in, what interventions have been put in place and which members of staff are leading on these.

5. *How we review your child's progress*

It is very important for our school that ALL of our students enjoy success and achievement and make good progress in learning.

Subject teachers formally assess the progress of all students in their subjects at least once every term and these levels will be shared with parents/ carers. The school uses Go 4 Schools to track the progress of pupils. You, as parents and carers, can access your child's Go 4 Schools profile whenever you wish. Formally, you will be invited to discuss your child's progress at Parents' Consultation Evenings, Tutor Review Days/Evenings, during SEND parental open days and in Annual Reviews. You can always ask to speak to a relevant member from the school staff upon request.

In addition, we use the information we have about each child to plan an individual programme of support. This is coordinated in a provision map. When there are two members of staff in a classroom, and if your child requires additional support, staff working in this partnership will formalise their working collaboration and be explicit with their designated roles and responsibilities. When your child requires additional programmes of study, for example literacy or communication interventions, baseline assessments will be completed at the outset and another assessment at the end of the intervention to track achievements. The Learning Support Team use skill trackers throughout all interventions to ensure that the student's lesson-by-lesson progress is continually compared to the intended outcomes from an intervention. We will make sure that children and parents/carers always know the intended outcomes for these interventions as well as the next steps for learning.

FREQUENTLY ASKED QUESTIONS - REVIEWING YOUR CHILD'S PROGRESS

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

A. We will invite you to a meeting at least twice a year to discuss your child's progress. If your child has an Educational Health Care Plan, you will also be invited to an Annual Review meeting which will review your child's progress against the intended outcomes listed in their plan. If you have concerns and worries during term time about your child, please contact your child's form tutor or DSD/ assistant DSD and we will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful.

6. How we make sure that teaching and support helps your child to learn and make good progress

We know that high quality teaching and skillful support will make a big difference to the progress of students with SEND. Making sure that this happens in all classrooms is one of the most important things that our school leaders, including members in our Learning Support Team, do.

We make sure that the guidance and advice of specialist services and experts informs teaching and learning. For example, we provide training and ongoing support through our Speech and Language Therapist and Brent Outreach Autism Team for all teachers of a student who have been diagnosed with autism.

The SENCO and Learning Support team work with subject teachers and support staff to promote inclusion and provide effective teaching and support for students with SEND in a variety of ways. These include:

- carefully differentiated (taking account of different needs) planning which ensures that all students can make progress

- helping and supporting Subject Teachers to take full responsibility for all student's learning and progress
- Quality First Teaching (QFT) which means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.
- using a wide variety of teaching approaches, for example, guiding learning through demonstration, group and paired work and providing visual support materials
- providing a stimulating, rich and interactive classroom environment
- tracking progress
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- providing additional adult support either from the SENCO, Learning Support Teachers, Higher Level Teaching Assistants, Learning Support Assistants or other specialist services
- making available specialist equipment and digital technology to support access and participation in learning, for example, laptops and Chrome books
- ensuring that the school has a responsive and personalised KS4 curriculum to allow all our students to make progress in-line with their abilities and needs

We help our students to develop their skills as resilient learners and to persevere when they find learning difficult. You can read more about how we support good learning in our whole school learning policy found on our school's website: https://www.preston-manor.com/

Finally, we ensure that all pupils have fair access to examinations by providing access arrangements for those that are legally entitled to them. We have developed a robust provision ensuring all pupils have their needs met for exams. Access arrangements are coordinated and managed by Ms Dynan, our Deputy SENCO, and overseen by the SENCO, who identifies the pupils who could qualify for them. We start training students who require access arrangements from Year 7 where we ensure that the concessions they require are put in place for all formal assessments (in-class or otherwise). This then becomes their normal way of working and allows for a better experience for our students when they come to formal GCSEs or A-level exams. Preston Manor has a Learning Support Teacher on staff who is a qualified assessor who can carry out a range of assessments to meet the criteria set out by the Joint Council for Qualifications for exam access arrangements assessments. Once the assessments have been completed, the KS4 deputy SENCO applies for the concessions directly to the exam board through the Joint Council for Qualifications, who then agrees with our applications if we have met all of the preassigned criteria set by them. The various access arrangements offered to our young people include:

- small room accommodation
- 25% or 50% extra time
- Rest breaks/ Prompts
- Access to word processor
- Access to a Reader, a Scribe or, sometimes, both

FREQUENTLY ASKED QUESTIONS – TEACHING AND SUPPORT

Q**. What kind of support will you be able to offer my child**?

A. This depends on the needs of your child. We provide a range of interventions lessons as well as in-class partnerships between subject teachers and support staff. We have included the school's current Provision Offer in the appendix. Where necessary we arrange members of specialist services to work directly with students or to train staff on specialist programmes.

Q. Will teachers understand my child's needs?

A. The school uses the programme Go 4 Schools to monitor students and inform staff of needs and provision. Pupil Profiles found in our Additional Educational Booklet and Provision Maps are easily accessible to all staff through SIMS.

Q. Where can my child get homework help?

A. Preston Manor runs an extended day. The Learning Support department runs after school homework help sessions, on Mondays to Thursdays, from 3:15 until 4:00. The Homework Club is staffed by the SEN Team. Some Learning Support areas are open to students with EHCPs from 8:15am as well as at break and lunchtimes, where the children are more than welcome to get homework help. The library is open before the school day, at break and lunchtimes, and after school allowing all pupils access to computers and space to complete their homework. Most curriculum areas also run after school help sessions.

Q. How can I get my child support during his exams?

A. If you have concerns regarding your child's access to examinations, please contact your child's DSD or the Deputy SENCO directly who will follow up and reply to your concerns. You can find these details in the appendix of this document.

7. How we make sure that students with SEN/D enjoy a broad and balanced curriculum

We provide a curriculum that is broad, balanced, motivating and accessible to all students. We want our exciting curriculum to be one of the many reasons our students love coming to school.

We work hard to ensure that all our students, including those with SEND, achieve in lots of different ways as well as academic learning, for example, in drama, sport, music, dance, showing leadership and taking on responsibilities. For example, our Inclusion Ambassador programme is run by our SEN students who raise awareness for inclusion, diversity and acceptance amongst students and staff through hosting assemblies, running tutor group training programmes, running staff training and planning for a variety of awareness weeks.

We also arrange educational visits and journeys and make sure that all our students can take part. For example, we took a group of SEN students to see The Adventures of Peter Pan Panto at the Harrow Arts Centre in November as well as arranging for groups of KS4 students to experience taster days at local colleges and work experience at local businesses. We also run a selection of life skills trips, including travel training and shopping, to work on the skills that we all use as adults. When necessary we will do a risk assessment and make reasonable adjustments to plans and arrangements.

You can see a table of our current provision or our additional specialist interventions at the end of this document. We are confident that all the specialist interventions we run at Preston Manor School are outcome-focussed and purposeful. These sessions are to help students who are not making expected progress in an area of their learning, for example, reading and/ or number skills. They run for a limited time and this time varies depending on the extent of need and the type of programme. These sessions are well taught by a qualified Teacher, a Higher Level Teaching Assistant or another specialist such as a Speech and Language Therapist.

Where a student is placed in one of our ARPs, SLCN and/or ASC interventions are personalised on a case-by-case basis and led by the specialist staff employed in these bases.

We take reasonable steps to include all students with SEN in our curriculum, for example:

- Providing a visual timetable and clear explanations for a student identified with autism
- Providing assistive technology, including a laptop or iPad, to ensure access to the curriculum for a student with cerebral palsy
- Providing quiet time out for a student with severe anxiety and emotional needs
- Ensuring that students with SEN are included on all curricular and pastoral educational visits and have the support necessary to ensure full inclusion.

We keep interventions under review, for example, we measure a reading level at the start of a reading intervention and then assess progress over time. If a child is not making sufficient progress we will consider other forms of support in discussion with you, relevant subject teachers and your child.

KS4 SEN Curriculum Offer

We have developed a wide SEN KS4 curriculum offer to ensure that all our students have the opportunity to make progress in-line with their ability and needs. The KS4 curriculum includes:

- AQA English Functional Skills (Step Up to English (Entry Level Certificate), Level 1 and Level 2)
- Edexcel Maths Functional Skills (Entry Level 1, Entry Level 2, Entry Level 3 and Level 1)
- OCR Science Functional Skills (Entry level)
- Crest Awards (STEM focussed, moderated certification)
- Prince's Trust Personal Development and Employability Qualifications (Level 1, Level 2)
- AQA Unit Certificate Award (mapped against their specific GCSE options choices)

Therefore, in addition to having the opportunity to write at least 5 GCSEs in Year 11, students can access a variety of recognised, alternative assessment pathways to demonstrate the progress they have made during KS4. While the SEN KS4 curriculum is offered to students, the school will never limit a student's opportunities and therefore we personalise the KS4 offer for all our students with EHCPs, with some writing up to 9 GCSE courses.

FREQUENTLY ASKED QUESTIONS – OUR CURRICULUM

Q. What happens if my child is not making progress in reading? Is there any extra support?

A. We provide additional support through one to one and small group teaching sessions (interventions). We are confident in the systems that we use as they have proven effective in increasing pupils' reading skills and confidence. We have hard data which backs this up. We always consult you when we are planning to do this and we report back on your child's progress.

Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

A. If your child qualifies for an intervention, they will be removed from some mainstream lessons for a short period of time. We will do this on a rotation basis so the same lesson is not affected each time in order to minimise disruption to their learning. You will be notified by letter of what the intervention is for, its' frequency and when it is happening. The contact details for the member of staff running this intervention will be on this letter. We welcome you to contact us with your queries or concerns.

Q. How will my child get involved in extra-curricular activities?

A. The curriculum includes a wide variety of clubs and activities that take place before and after school, and during break and lunch times. We monitor the attendance of our most vulnerable students at these activities. We encourage and support our students to attend whole school extracurricular activities to support their enrichment opportunities.

8. How we make sure that our school and classrooms are safe, accessible and stimulating

We work hard to make sure that our building and all classrooms are safe, stimulating and accessible.

We promote positive images of disability and difference across the school and promote diversity in assemblies, tutor time and our curriculum. For example, we run ASC awareness sessions where SEN students facilitate sessions for both staff and students. Where there is a specific need, we will invite specialist services to promote inclusive practice. For example, the Brent Outreach Autism Team have delivered sessions for staff in supporting students with demand avoidance behaviours.

We have an Accessibility Plan through which we are making improvements to the school environment over time, for example, we are removing minor barriers to movement around the school for our pupils with limited mobility. We ensure those pupils who have limited mobility can access their full timetable even if this means we must move the entire form/ class to ground floor classrooms.

We undertake a regular review of the school site to ensure that the environment – building, playground and classrooms – remains safe and supports effective learning.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a student with particular access or support needs. For example, after a consultation with the Visual Impairment Service, we have made sure that all the stairs in the main building have neon, reflective tape to highlight the edge of the stairs making it safer for all our students with Visual Impairments.

We have a range of equipment designed to support the development of students' coordination and motor skills. We run a selection of motor skills interventions including handwriting and touch-typing. Furthermore, where there is need, we will support students with physical disabilities in PE ensuring that they have accessing exercise safely and are fully included in the lessons.

For some students with special educational needs, we provide specialist equipment including digital technology: for example, laptops and access to iPads.

FREQUENTLY ASKED QUESTIONS – ACCESSIBLE SCHOOL AND CLASSROOMS

Q. How accessible is the building for my child who uses a wheel chair?

A. The school site is big and a wheelchair user can access all ground floor areas. However, our site does not have lifts and therefore timetabling needs careful consideration for students and staff in wheelchairs or who struggle with mobility.

Q. My child has a visual impairment- will the school be able to meet her needs?

A. We have improved the "visual environment" - for example, the clarity of signs around the academy to help our students with a visual impairment. We also work closely with the Visual Support Service to make sure that we provide the right kind of specialist resources needed to access the curriculum. In the couple of years, we have facilitated three different staff training opportunities to ensure that students with visual impairments in our school are fully included and their teachers plan appropriately for their needs.

Q. What specialist resources and equipment are available for my child?

A. We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.

9. How we work in partnership with parents and carers

We know that the active involvement of parents and carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement.

We know that parents are the first educators of their child and that we need their knowledge to plan effectively.

We will always involve parents and students in planning and reviewing progress. We ensure that all specialist provision offered to their child is communicated with them, through letter, email or phone call, and that they will have opportunities to meet with members from the Learning Support Department to ask questions and receive updates on their progress.

We communicate clearly and regularly with parents and carers of students with SEND about:

- how we support their children;
- their achievements and their well-being;
- their participation in the full life of our school; and
- transitions to next steps/ stages of education

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

We welcome and value feedback, formally in Annual Review meetings or during Parent Consultation Evenings, or more informally in telephone conversations and emails, on how well we are working with our parents.

We try to communicate in plain English and have several multi-lingual staff who can offer translation and interpretation services in Albanian, Arabic, Bengoli, French, Italian, Polish, Portuguese, Spanish, Romanian, Somali, Spanish and Turkish.

FREQUENTLY ASKED QUESTIONS – PARTNERSHIP WITH PARENTS/CARERS

Q. Who do I talk to in the school if I have questions about my child's SEN?

A. The first person to talk to is your child's form tutor who will always be happy to meet you, listen to your concerns and discuss your child's progress in day to day lessons; about friendships and personal development. S/he may then put you in touch with their DSD or members from the Learning Support Team.

Q. How do I raise concerns about my child?

A. If you have questions or concerns about the special educational needs of your child, the SENCO, or a member from her team, will listen carefully to your concerns, explain the different ways in which the school supports your child and, when possible and appropriate, come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child; your child's keyworker or a member from the Learning Support Team can help organise this meeting.

Q. If my child has an EHC Plan, how will you make sure I am involved in planning and reviewing?

A. If your child has an Educational Health Care Plan, they will be allocated a keyworker from the Learning Support Team. That keyworker will contact you at the beginning of the year to share your child's provision and targets. We will formally review their targets yearly during their SEN Annual

Review. At any point during the year, if you would like to discuss their progress and provision, you can contact your child's keyworker or the school's SENCO.

Q. What can I reasonably expect from the school?

A. We will involve you when we are assessing your child's needs, when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with students with SEND which you can look at and contribute to.

Q. Where can I find information about how the school works in partnership with parents and carers of children with SEND?

A. You will find information and support in several places, for example:

- our SEN policy on the school's website;
- our school's prospectus; and
- our school's SEN Information Report.

You will also find lots of information about how different services in Brent provide help and support to students with SEND and their parents on Brent's Local Authority website:

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

Q. How can you help me to help my child at home?

A. We offer parent/teacher consultations upon request if you are wishing to be trained in supporting your child in their literacy, numeracy, social communication or mental health wellbeing development.

Q. Is there a special service in Brent that supports and advises parents about issues such as assessment and provision?

A. Yes. It's called Brent's SEND Information, Advice & Support Service. It is funded by Brent Local Authority but is totally independent in terms of giving advice. You will find information on the website:

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

Q**. What if I am unhappy about my child's provision or progress?**

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through phone conversations, emails and/or face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website.

If you would prefer to speak to an independent advisor, you may wish to talk to an advisor on Brent's SENDIASS Team. You can find their details using the following link:

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

10. How we listen and respond to students and young people with SEND

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of students, especially those who are most vulnerable.

We make sure that we listen to students in our school and respond to what they say in many ways, including:

- clear policies and systems to support students in expressing any worries or concerns that they have. We always give our students the right to choose their preferred adult to talk to.
- talking to students and/or groups of students after lesson observations to understand their experience of the lesson.
- talking to students about their work, giving them opportunities to share with members of staff the work that they are proud of and allowing them to give feedback in how we might make improvements in our expectations to support them in their academic growth.
- having pupils with SEN write their own Pupil Profile forms which outlines what is important to them and how they like to be taught and supported.
- inviting students to make personal contributions to their Annual Review meetings, for example, though a video montage or power point presentation.
- doing an annual pupil questionnaire on pupil voice.
- encouraging students to respond to feedback given through developmental marking.
- agreeing with them individual targets.
- making sure that our School Council is inclusive and represents the whole of our community.
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

FREQUENTLY ASKED QUESTIONS – LISTENING TO STUDENTS

Q. **Who can my child talk to if she/he is worried about something?**

A. We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties. For example, your child will spend 20 minutes every morning registering with their form tutor. While tutors are responsible for monitoring punctuality, attendance and progress of their tutees, their primary concern is for the happiness and achievement of your child. They will always be willing to set some time aside to listen to your child's concerns or answer their questions. If your child has been allocated a key worker from the SEN department they will have regular contact with them.

Q. What should I do if my child says that they do not want to come to school?

A. Contact a member of staff who you feel comfortable with as soon as possible. They will be able to talk through the issues and make suggestions of support. They will also be able to contact your child's DSD and Form Tutor so that support for your child can be quickly put in place.

Q. How will you make sure that my child is safe at Preston Manor School?

A. Your child's safety is our primary concern. We have many procedures and systems in place to ensure that they are safe. This includes ensuring that your child is supervised by an adult at all times (including break and lunch times), medically trained staff who can respond to emergency situations, access to the School's Police Officer and a substantial investment in our additional needs resources. We also have strong links with outside support agencies, like for example Brent Outreach Autism Team (BOAT) or Brent's Counselling Service (BCYP).

We have a zero-tolerance policy towards bullying. Pastoral staff, support staff and senior leadership personnel meet weekly to discuss support and referrals and, within these meetings, any issues of bullying as discussed and acted upon.

If you have any specific questions regarding your child's needs at Preston Manor School, or you feel you need to speak to someone regarding a specific safety issue, your first point of contact would be your child's tutor.

11. How we support students with SEND joining our school and leaving our school, and making transitions

KS2 to KS3 Transition

We encourage parents with KS2-aged children, who have been identified with special educational needs, to get in touch with the SENCO so we can meet you, show you our school and explore whether Preston Manor School can meet their needs. All secondary schools have a responsibility to facilitate this for children with EHCPs and so parents should be able to find the right fit for their child.

Preston Manor has three different EHCP offers: a mainstream offer, a Speech and Language Base Additionally Resourced Provision (Lighthouse ARP) offer and an Autistic Spectrum Condition Additionally Resourced Provision (Compass ARP) offer. Both of the ARPs have 12 places for children from Year 7 to Year 11. They must have an EHCP and be diagnosed with either a specific language disorder (Lighthouse ARP) or Autism Spectrum Condition (Compass ARP). Parents who would like to have their children placed in one of the two ARPs must indicate to Brent SENAS that this is their preference as the consultation process is different than with a mainstream request.

Once Preston Manor School has a list of our new intake, our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEN/D. We visit the primary schools to discuss children's transfer to Preston Manor School and ensure that we have a full picture of the support that is needed. Where there is significant concern for secondary school transition, for example if a student has been identified with a complex special educational need, the school will visit the pupil in their primary schools whilst in Year 6 and meet them and their parents, and perhaps plan additional sessions at Preston Manor School before their start in Year 7.

Early in May, the Learning Support Department will invite all Y6 parents whose children are transferring to Preston Manor in the Autumn Term, and who have EHCPs, to a Coffee Morning, where you can meet some of our key staff, find out more about how we plan to support your child along with some key dates/ events for the transition.

Furthermore, some of the pupils will be invited to attend taster sessions at Preston Manor School on two (or more) occasions prior to their start with us in September. If a student has SEN they may be invited to attend our Headstart programme with a keyworker from their primary school. This is particularly useful if they have difficulties managing change or are very anxious about attending. During the visit, they will be able to ask to see specific things of interest and to meet the members of staff that they will be seeing on a regular basis once they have joined the school. We have a team of "buddies" as well as peer mentors to help him/her settle in to the new classes and provide help to find their way around the academy. We also have a couple of established Transition intervention groups that support our new Year 7 into a positive secondary school start: Stepping Stones and SEN Transition Support.

Midterm admissions
Sometimes a child comes to the school in the middle of a term. If the student has an EHCP, the SEN team will work with the DSDs to place the student in the most appropriate form group/ options and map the support directly onto their timetable. We will ensure that the student is added to the Additional Educational Booklet publicising to their subject and supporting teachers their needs, preferred support strategies and their pupil voice. They will be allocated a keyworker from the Learning Support Team who will make contact with the family as soon as possible, introducing themselves and the Learning Support Department, and answering any concerns or questions.

KS3 to KS4
We provide advice and guidance for students on making the next choices at Key Stage 4.

We have a fully developed KS4 offer that is geared to meet the needs of all of our students identified with special educational needs. The offer is flexible and personalised ensuring our students have access to the most appropriate course for their needs.

Currently we offer AQA English Functional Skills Qualification, Edexcel Maths Functional Skills Qualification and OCR Science Functional Skills Qualification. These courses run alongside our whole school GCSE offer and, generally, students will attain their Functional Skills qualifications by the end of Y10 and sit their formal GCSEs at the end of Y11.

Furthermore, we offer two SEN options in KS4:

1. a Study Support option which includes preparing our students for college by:
   - investigating post 16 options appropriate to student interests, entry requirements and needs;
   - completing a CV/ personal statement;
   - arranging visits to colleges and 6th forms;
   - support in completing and submitting college applications;
   - preparing for interviews;
   - organising staff to support those interviews, as needed.
   - Preparing for employability.

2. The Prince's Trust qualification where we focus on units of employability and preparing for adulthood and working life.
   - Personal, social development.
   - Life Skills.
   - Active Citizenship
   - Enterprise projects
   - Preparation for work

We do not limit the option choice for students with special educational needs. We offer the AQA Unit Award Scheme alongside all GCSE options allowing our students to provide evidence of their progress in the course by submitting their work to the exam board for certification.

We provide specialist SEN careers advice and students with EHCPs have 1:1 meetings to explore options and garner advice and have a written careers transition plan.

KS5 to further education

We provide advice and guidance for students on making the next choices at Key Stage 5. This is done through working closely with the 6th form team to ensure that students are well informed and supported with university/ apprenticeship applications. Students with EHCPs will be supported via their keyworker.

The following grid sets out our main Transition procedures:

Which Transition	The key focus	Who involved	What we do
Primary to Secondary	Identification and planning support	SENCO Deputy SENCO Transition HLTA Year 7 DSD	Provide Induction days Transition meetings with parents Visits to Primary schools Attend Year 5 and 6 Annual Reviews
Mid-term admissions	Support for coming to a new school, for example, learning, friendships and well-being	SENCO (for those with EHCPs) Head of EAL DSDs Key Learning Support staff	Meet pupil and parents Assess needs Assign timetable and tour the school Assign a 'buddy' (usually a member of the same tutor group) Ensure appropriate support is allocated
Year 8 to Year 9 (into KS4)	Support for Option choices	Tutors DSDs Deputy SENCO Transition HLTA	Support and guidance for option choices Start Transition planning for pupils with EHCPs
Key Stage 4 to post 16/17	Transition to 6th Form, FE or HE or training Preparation for adult life	Tutors DSDs Deputy SENCO Transition HLTA Career's staff	SEN Local College Fair (Autumn Term) We seek and record the views, wishes and feelings of the student Support and guidance for best choices Careers Transition plan for EHCPs students Training options Apprenticeships etc.
KS5 to University	Transition from 6th Form into University, colleges, apprenticeships or work	Tutors DSDs Deputy SENCO Career's staff	We seek and record the views, wishes and feelings of the student Support and guidance for best choices Careers Transition plan for EHCPs students Training options Apprenticeships etc.

FREQUENTLY ASKED QUESTIONS - TRANSITIONS

Q. What happens when my child is moving on to secondary school?

A. For students with an Education Health and Care Plan the primary school will invite parents and representatives of the SEN Team to take part in the Annual Review in year 5 and/ or 6.

Depending on your child's needs, Preston Manor will organise a supportive transition programme with the primary school. For example, a Speech and Language Therapist can deliver specific sessions with

an autistic pupil or we have planned additional days for a Year 6 student at the school to meet the members of our Learning Support Team and get the feel of the school.

Q. What changes about my child's teaching and support when he moves to secondary school?

A. The primary SENCO will make sure that the school is fully aware of their needs and will explain what was most effective and successful in the primary phases of education. Preston Manor will then plan a programme of support suitable for the secondary curriculum. They will have over 11 teachers in different subjects and will be moving around the building to different classrooms.

12. How we support students' health and general well-being – including their safety, attendance and positive behaviour

The school takes the personal development and well-being of students very seriously.

We know that students are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

We also know that some students with SEND are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our PHSE (Personal, Health, Social and Emotional Education) curriculum.

We encourage students to develop confidence and resilience through day-to-day teaching.

We promote positive behaviour as part of our philosophy of learning, for example, through group and paired work.

We have a zero tolerance of bullying. We discuss all aspects of bullying in assemblies, registration and lessons. We will take all allegations of bullying seriously, including cyber-bullying, and will thoroughly investigate and manage the reported incident until a positive resolution is reached. For pupils who need additional emotional support, it may be useful for them to access one of our pastoral interventions, such as counselling.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff, for example, the school's Behaviour Support and Pastoral Assistants, the DSDs or a member of the Learning Support Team.

When a student returns to school after a fixed-term exclusion, we meet the parents and pupil together and agree a support plan to help her or him settle back into school and make good progress in learning.

We encourage and support students with SEND to take on whole school responsibilities and we track their whole school participation using SIMs.

We have an up-to-date policy on how we manage medical needs.

When a student with medical needs is absent long term from school we make sure we keep her or him in touch with learning and friendships.

We have close links with the NHS schools' nursing team and they are available to complete health checks, investigate concerns from pupils, parents/carers and staff, and will liaise with other medical staff regarding provision and health management of all our pupils.

We support all students to attend school regularly, for example, thorough providing an enjoyable and stimulating curriculum and through home support where this is needed. We have a fulltime attendance officer who helps support pupils in getting to school punctually.

We provide specialist support and up to date training for staff on safeguarding, keeping student's safe and meeting their emotional needs.

FREQUENTLY ASKED QUESTIONS – PERSONAL DEVELOPMENT AND SAFETY

Q. Who will watch out for my child at break and lunch times to make sure they are safe and well?

A. Break and lunchtimes are supervised by a combination of teachers, teaching and pastoral assistants and members from our senior leadership team. We keep a close eye on everything that is happening at lunch and break times and intervene if any student is feeling stressed or sad. All members on duty wear high-visibility vests and are therefore easily seen at these times and they make sure that break times are safe and enjoyable for all students. The Learning Support Department also ensures that students with EHCPs or identified with complex SEN can access our break and lunchtime clubs, which are supervised by members of the SEN team.

Q. My child has medical needs and requires support for Personal Care. How does the school organise this?

A. We will meet with you to speak about your child's medical needs and its' management. The school will organise training for all members of staff involved. This could be delivered by the school nurse, our speech and language therapist or by an expert from outside the school, for example, a link nurse. We will write a Health Care Plan with you and share it with all the relevant staff that will be part of caring for your child.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL?

We constantly monitor important evidence for success – we act where we are not successful.

These are the things that we look at and analyse to make sure we are meeting the needs of our students with SEND:

- Their academic standards and good progress
- Their attendance and punctuality figures, making sure that they remain consistently high
- Their parents'/ carers' views, getting and acting on feedback
- Their involvement in activities, visits and clubs; making sure that we keep track of these on our systems
- Taking responsibility and being actively involved in our school community
- Their destinations and smooth transitions
- Their behaviour, making sure that we keep track of all the positive behaviours they display, reducing their exclusions.

We also want to understand the experience of students with SEND so we are always looking at the best ways to get information regarding

- Students' sense of inclusion
- Positive attitudes to self, peers and school
- Their personal resilience and confidence as learners
- Confidence and trust in the school of parents