



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) OFFER AND SEND INFORMATION REPORT (LOWER SCHOOL)

PRESTON MANOR SCHOOL
An All-Through School

Governors' Committee Responsible:	Lower School Learners Welfare
Statutory Provision:	Statutory
Policy Author: Sandra Solanki	Review Period: Annual
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Preston Manor Lower School Parent Information: SEND offer and SEND Information Report February 2025

Introduction

Welcome to our SEN information report. All Brent maintained schools have a similar approach to meeting the needs of children with special educational needs and/or disabilities (SEND). We are supported by the local authority to ensure that all children, regardless of their specific needs, make the best possible progress in school. All schools are supported to be Inclusive, with the needs of children with SEND being met in a mainstream setting wherever possible.

Brent Council provides a local offer for pupil's with SEND. You can find this at: <https://www.brent.gov.uk/children-young-people-and-families/send-local-offer>

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

Preston Manor Lower School is a good mainstream primary school which admits pupils from Reception (age 4) through to their last year in the Lower School at Year 6 (age 10-11).

Vision and Values: Special Educational Needs and Disability

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

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

At Preston Manor:

- We value, respect and celebrate the achievements of all children. We believe that every child can be successful and achieve during their time with us.
- We work in partnership with parents. We know that parents are the first educators of their child and so we always aim to involve parents and children in planning and reviewing progress.
- We strive to ensure that children have a voice and that they are listened to.
- We know that the earlier we can identify SEND and provide support, the more successful our children will be. Early identification, supportive transitions and collaboration amongst all stake-holders is key.
- We reflect on possible barriers to learning and work together to remove these. We respond to new information and adapt or amend practice to enable this to happen.
- We strive to deliver a broad, balanced curriculum which develops high achievement, self-confidence, resilience, motivation and co-operation with others.

- We share relevant information with staff to enable and secure a consistent whole school approach to provision for children with SEND; to make sure all staff have the knowledge, skills and training to support children with additional educational needs in our school.

At Preston Manor Lower School, we believe that every child has the right to be challenged and to be successful. Inclusion runs through the heart of our learning and teaching, to ensure that every child receives Quality First Teaching to achieve to their full potential; personally, socially, emotionally and academically - in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, physical ability or educational needs). Preston Manor Lower School is welcoming and caring, and we continually consider friendship, respect and happiness in order that we build confidence.

All children are valued and they are guided to develop confidence in their abilities and strengths, throughout their experience here. Support is provided for any child who requires additional or different provision to help them achieve success. This includes those identified as having special educational needs, and we refer to and take into account the revised **SEND Code of Practice 2015 (0-25)**

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 over time. Once this occurs, we have specific needs based plans which help support their development and accelerate progress.

Currently there are 50 pupils on the SEND register. 14 children have an Educational Health Care Plan (EHCP). There are 36 children at SEN Support. The Department for Education defines 4 broad categories of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and physical difficulties. Within these, at Preston Manor Lower School, the needs catered for include: autism, moderate learning difficulties, dyslexia, hearing and visual impairments, speech and language difficulties, working memory difficulties, global delay, sensory processing difficulties, epilepsy, cerebral palsy and other physical disabilities.

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN and disabilities. 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.

You will find our Inclusion and SEND policies, as well as the Accessibility plan for Preston Manor Lower School on our school website.

If you would like to know more about the support available at Preston Manor Lower School then please do contact us through the Lower School office on 0208 385 4089.

You can ask to speak to Mrs Sandra Solanki (Assistant Head teacher/SENco)
and/or
Mr Kevin Atkinson the school's Head teacher.

SENco's contact details: s.solanki@preston-manor.com

Preston Manor School's SEND governor is Mr Jonathan Bach.
Please see below the Preston Manor Lower School SEND Local Offer.

1. How can I let the school know I am concerned about my child's progress in school?

Please come and talk to the school. We welcome working with parents to support the learning of the children in our care. In the first instance, meet with your child's class teacher about any concerns you have.

Class teachers regularly discuss the children in their classes with the Assistant Head teacher (SENco) - Mrs Sandra Solanki and the Senior Leadership team

Mr Kevin Atkinson (Head teacher) is leader for all pupils; Mrs Sandra Solanki is leader for EYFS and KS1; Ms Qudsia Siddique (Deputy Head teacher) is leader for KS2.

If you continue to have concerns, then please contact the school office to arrange to meet with the school's Head teacher Mr Kevin Atkinson.

2. How does Preston Manor Lower School know if children need extra help?

Children are identified as having SEN/D through a variety of ways, including the following:

- Concerns raised by parents about development, behaviour or progress
- Concerns raised by a teacher including behaviour or confidence that is affecting performance in class.
- The child attaining below age expected levels or not making expected progress.
- Through contact with external agencies
- A health diagnosis through a paediatrician
- Discussions at nursery visits prior to joining the reception classes.

If your child is identified as not making the expected progress, the school will contact you, to discuss this with you in more detail. This can be to plan further additional support and may also involve discussions for referrals which may need to be made to outside professionals to support your child's learning.

3. How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Brent LEA, includes money for supporting children with SEND. The school allocates all funding received from the LEA for children with EHC plans, to provision for those children.

The SENCO, Head teacher and Deputy Head teacher at the school regularly discuss all of the information they have about SEND in the school. The team works with class teachers at Pupil Progress meetings to consider:

- 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

The SENCO works with the Deputy Head teacher to decide what resources/ training and support is needed.

4. Who are the other people providing services to children with SEND in this school?

In school:

- Attendance Officer/ ELSA
- Learning Support Assistants
- Teaching Assistants
- Higher Level Trained Teaching Assistants

External agencies we work with:

- Brent Educational Psychology Service
- Brent Child and Adolescent Mental Health Service (CAMHS)
- Brent Inclusion Support Team
- Brent Outreach Autism Team (BOAT)
- Brent Hearing Impaired Service (BDHIS)
- Brent Visual Impaired Service (BVIS)
- School nurse
- Speech and Language therapist
- Occupational Therapist
- Physiotherapist
- Charities who support particular pupils at different times during their time with us
- Paediatricians
- Brent SENAS
- Brent SENDIASS

5. How are the teachers in school helped to work with children with SEND and what training do they have?

The SENCO oversees all the interventions and progress of any child requiring additional support across the school. Currently the school continues to deliver SEND training to staff through CPD. All student teachers and ECTs will engage with a full induction programme to include training on teaching students with SEND. The school also provides training on school INSET (training) days. This has recently included Strategies for supporting pupils with English as an additional language and Phonics. Other INSETS have also included Autism, Oracy, Precision Teaching and Talking Maths. Workshops are also offered during assembly times such as Phonics, Colourful Semantics and Word Aware. We were recently trained by the Educational Psychology Service in a pilot for the training that will be rolled out in Brent for Fostering Positive Relationships.

Teaching assistants are trained regularly by the speech and language therapist and occupational therapist, BOAT key workers to support them with targeted activities. Individual teachers and support staff attend training courses run by agencies outside of school as needs are identified.

6. How do we adapt the curriculum and learning environment to support children's needs?

In class, teachers support children through high quality teaching. They plan lessons according to the specific needs of the children in their class. It is always the class teacher's responsibility to plan the learning and they may draw on advice from their learning support assistants, the SENCO and from external agencies as needed.

Teachers adopt a range of teaching styles and employ a variety of practical resources and visual aids such as pictures and symbols to support all learners. Specific resources may be used to support your child (including but not limited to -coloured overlays, visual timetables, key words and writing frames, sloping writing boards) as appropriate. Support staff attend the physical education lessons to ensure welfare of pupils. Additional support may be provided for pupils with a disability in order to successfully access the Physical Education lessons. Good practice will be disseminated to staff through weekly phase meetings. Interventions, specially planned teaching for small groups and individuals, are used where additional help with learning is required. They may be carried out in the class room as part of the timetabled day, or occasionally in an additional class room or teaching area in the school. They may be taught by a Learning Support Assistant, a teaching assistant or a teacher. Most interventions are taught in small groups.

You can find out more about this in our universal offer and provision map on the website.

7. How will we measure the progress of your child in school?

Your child's progress will be monitored on an on-going basis by the class teacher, the SENCO and the Senior Leadership team.

Staff at Preston Manor Lower School use the Assess, Plan, Review, Do approach. If your child is receiving an intervention, it may start with an assessment and at the end progress is checked and fed back into the next steps of planning. Where a child has received an intervention, class teachers can use information from this to help plan for the child in the class room. The SENCO also evaluates the impact of any additional interventions to plan for future support for the needs of the children in the school.

The school will produce progress data each term and will identify when a child is not making expected progress. Further action is taken and provision is discussed when children are not making the expected progress given their individual starting points and alternative provision may be put in place.

Children who have SEND support will have a support plan. Each term, your child's class teacher will contact you to invite you to review the previous targets and set new ones for the coming term. The support plan will have concise targets that are SMART (Specific, Measurable, Achievable, Realistic and Time-bound). The School will request for your child's name to be added to the SEND register. In the same way, a child's name can be removed from the register if you and the school feel that enough progress has been made.

The progress of children with a Statement of SEND/EHC Plan will further be formally reviewed at an Annual Review meeting. All adults involved with your child's education will be invited to attend this meeting.

The school draws on the support of the Virtual School to ensure and regularly review the progress of LAC (Looked After) pupils.

8. What support do we have for you as a parent of a child with SEND?

Class teachers, SENCO and the senior leadership team are always available to discuss your child's progress or any other concerns that you might have. You can make an appointment to see us through the school office.

The school will make every reasonable effort to keep you informed of any issues that arise. There will be several opportunities during each school year when you will be invited to attend

school to discuss your child's progress. If your child has an Individual support plan, we will organise an additional meeting to the parent's evening. We will help you to support shared goals at home. We may invite particular services to provide parent workshops and hold meetings at the school to support the needs of the children with an EHCP. This also enables parents and carers to get to know each other, support each other and develop a knowledge of the services available in Brent and London.

We consider the needs of individual children when planning support. Siblings of children with SEND can be supported by the school's ELSAs (Emotional Literacy Support Assistants) when this is thought appropriate by their parents and the school.

9. What support is there for my child's overall wellbeing?

We are an inclusive school that welcomes and celebrates diversity, and we believe that high self-esteem is crucial to the well-being of your child. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the care of every child in their class, so should always be your first point of contact. If further support is required, the class teacher will liaise with the SENCO.

We can run Friendship and Confidence groups, Talkabout groups and Seasons for Growth delivered by Teaching Assistants. These additional interventions take place after discussion with parents and agreed with the Senior Leadership team.

Further support can be offered through the school's ELSAs (Emotional Literacy Support Assistant) and referrals can be made through the SENCO. This support is on a one-to-one basis as an outcome of further discussion with the SENCO and parents. At this stage, it may be relevant for your child to be added to the SEN register. The SENCO may also work one-to-one with your child and can refer on to CAMHS with parental permission.

The school can also refer for support from our link Mental Health Support team via the SENCO.

If a parent has concerns regarding bullying, they should refer to the class teacher in the first instance. Parents can also refer to the Phase leaders- Mrs Sandra Solanki- EYFS and KS1, Ms Qudisia Siddique- KS2. Parents may also refer to the lower school head teacher Mr Kevin Atkinson. For further details regarding anti-bullying, please see the Behaviour policy which can be found on the school's website.

10. How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines. This is published on the Preston Manor Lower School website. Medical records are kept to inform staff of any child's medical needs, including action to be taken. Confidentiality is respected and only pertinent information is shared. Trained first-aid support staff over-see 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 pupils with SEND are given updates on medical conditions as appropriate.

11. How is Preston Manor Lower School accessible to children with SEND?

All children with SEND are assessed on entry to the school. All floors of Preston Manor Lower School are accessible to those with a physical disability. Teaching resources and equipment are accessible to all children, including those with SEND. The Senior Leadership

team carefully considers the accessibility current pupils have when planning for the new classes in the Summer term.

Adaptations may include, but are not limited to, changing the usual layout of the classes along each corridor to ensure accessibility for pupils with a disability eg closer proximity to the lift and/ or the toilets.

There is a disabled space in the car park.

You can find out more about the whole school's accessibility plan here:

<https://www.preston-manor.com/attachments/download.asp?file=3285&type=pdf>

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.

When admitting children with special educational needs or a disability, we will adapt our usual transition procedures to meet their needs, if this would be beneficial. This may include a phased transition to acclimatize them to their new surroundings.

When entering the Reception Year, Early Years staff meet with all parents of new children to the school to help plan together for the children's success in learning and happiness in their new school environment.

You can find out more about our admissions policy and admitting pupils with SEND at the link below:

<https://www.preston-manor.com/attachments/download.asp?file=3437&type=pdf>

If your child is moving to another school:

We will contact the school's SENCO and ensure that 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. All support plans are passed on to the next teacher.

In Year 6: When we are informed which secondary school your child will be attending, we begin to plan for your child's transition to their new school. The SENCO and/ or the Deputy Head teacher will attend transition meetings to discuss the specific needs of your child. Your child will participate in focused learning about aspects of transition. This will support their understanding of the changes ahead. Where possible, your child will visit their new school. In some cases, staff from the new school will visit your child in this school. We liaise closely with staff when receiving and transferring children to different schools, ensuring that all relevant paperwork is passed on and all needs discussed and understood. If your child has an EHC Plan, an Annual Review may be planned as a transition meeting.

Transition booklets can be provided to support and help plan for these changes in all year groups.

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

We believe that children should be involved in all aspects of planning and reviewing their progress. Your child will be involved in annual Communication Passport meetings where longer term targets are set for the year ahead. There are two additional meetings in the year-

one in the Autumn term and one in the Spring term - where Individual Support Plan targets are set for the term. Parents and school will each have a copy of the Plans.

If your child has an EHC Plan, we invite all the people needed in order to review the progress made against the outcomes in the EHC Plan. The pupil is always invited to attend the Annual Review meeting to share their view and parents are also able to share up to date information at this meeting. Some children prefer to prepare their view beforehand and then bring this to the meeting, so we provide them with the opportunity to do this. This is very important as it gives your child the time to consider future stages of their learning and all invited attendees to help plan for transition to adulthood. Your child can be present for the whole of the meeting if they choose to do so.

14. What support is there for behaviour, avoiding exclusion and increasing attendance?

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 pupils. If a child is struggling to follow our behaviour rewards system, a behaviour chart and a behaviour support plan may be written with the parents to identify the specific issues, put relevant support in place and set targets. This is always shared with the child. After any behavioural incident, we will expect a child to reflect on their behaviour according to the established school policy. This may help to identify why the incident occurred and what the child may need to do differently next time to change and improve their behaviour.

In some circumstances the school may refer for input from the Inclusion team in Brent to support in ensuring access to the curriculum provided by the school. Parents are always involved in this process.

Attendance, lateness and absence are monitored on a daily basis by our school Attendance Officer. Please see the Attendance Policy on the Preston Manor Lower School website for further details.

15. How will my child be included in activities outside the classroom including school visits?

All pupils are included in all parts of the curriculum and we aim for all children to be included on school visits. 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. Parents and carers may be invited to attend outings and school visits if this enables equal access for their child.

16. How are the school's resources allocated and matched to children's SEND needs?

We ensure that all pupils who have SEND have their needs met to the best of the school's ability, with the funds available. Some staff and programmes are funded from the SEND budget. 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?

We work in partnership with a variety of external agencies that we feel are relevant to individual children's needs within our school.

Services which regularly support our school include:

- Educational Psychologist
- Specialist Services for Hearing and Visually impaired
- Inclusion Support Team
- Speech & language therapist Occupational therapist
- Brent Outreach for Autism team

The school also works with other professional services involved with a child such as – GPs, school nurses, clinical psychologists, physiotherapists, pediatricians and social services.

18. What training has the staff supporting children with SEND had/ or is currently having?

All staff at Preston Manor Lower School are involved in continuing professional development. All learning support assistants are involved in specific training that is relevant to their role and specific to children's needs such as speech and language programmes and targets provided by the Speech and Language therapist with weekly update training where relevant. Similarly, the Brent Outreach for Autism Team and Teacher for the Hearing Impaired train learning support assistants and provide supportive reports and advice for school staff to follow in between visits.

All learning support assistants and teaching assistants are trained termly in the interventions available in school with the SENCO.

Class teachers are also trained in interventions that may have an impact on the way they approach the teaching of their class and or particular pupils. You can find more information about these interventions on our Provision Map.

Staff at Preston Manor Lower School possess considerable experience teaching children with a variety of SEND.

We have two Emotional Literacy Support Assistants (ELSAs) who work closely with the SENCO to support pupils with emotional wellbeing. The Educational Psychology Service has trained the school's ELSAs and continues to support and train them through supervision sessions.

We have two Autism Champions who support pupils with Autism. One class teacher has completed her training in the Elklan course on Communication and Language Support for Autistic pupils.

The SENCO has had training in Seasons for Growth which supports pupils who have been affected by loss and impacted by change.

The Assistant Head teacher (SENCO) has 29 years of primary school teaching experience. She has been an accredited specialist 'Numbers Count' teacher and supports children to overcome significant difficulties in their understanding of mathematics, and has experience

as an Every Child Counts trainer to schools. She is an accredited SENCO, acquiring the NASENCO award in Spring 2019. She is currently receiving training in the theory and practice of nurture groups.

Both the Head teacher and the Deputy Head teacher have previous experience as SENCOs.

19. What if I am not happy with the provision made for my child?

We always encourage parents to come and talk to staff if they have concerns. In the first instance please talk to your child's class teacher or the SENCO. If there are still concerns, speak to the Head teacher, Mr Kevin Atkinson, to resolve the issue. The school's Complaints Policy and Procedure can be found on the school website.

Parents have the following rights of redress, should the school, governors or LA fail in its 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).

20. Glossary of terms

BOAT:	Brent Outreach for Autism Team CAMHS: Child and Adolescent Mental Health
EHCP:	Education and Health Care plan
ELSA:	Emotional Literacy Support Assistant EP: Educational Psychologist
LA:	Local Authority
LEA:	Local Education Authority OT: Occupational therapist SEN: Special Educational Needs
SENAS:	Special Educational Needs Advisory Service SENd: Special Educational Needs and/or Disability, now known as Brent SEN 0-25 team
SENDco:	Special Educational and Disabilities Co-ordinator
SENDIASS:	Special Educational Needs and Disability Information and Advice Support Service
EMHP:	Educational Mental Health Practitioner
CAMHS:	Child and Adolescent Mental Health