



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY (LOWER SCHOOL)

PRESTON MANOR SCHOOL

An All-Through School

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| Governors' Committee Responsible: Learner Welfare Committee | |
| Statutory Provision: Statutory | |
| Policy Author: Sandra Solanki | Review Period: Annual |
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Vision and Values: Special Educational Needs and Disability

At Preston Manor School, we are committed to inclusion and equality for all. We believe every child is unique and plays a vital role in our school community. 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. Supportive transitions and collaboration 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 achievement, self-confidence, resilience, motivation and co-operation with others.
- We share relevant information with staff to enable a consistent whole school approach to provision for children with SEND; trained staff equipped to support all our learners.

SEND Policy Compliance

This policy complies with the statutory requirement laid out in the DfE SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 years (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory guidance on supporting Pupils at school with Medical Conditions (April 2014)
- The National Curriculum in England (2013)
- Teachers' Standards (2012)
- Safeguarding Policy (2025)
- Accessibility Policy (2024)
- Admissions Policy (2025)

Definition of Special Educational Needs and Disability

Preston Manor School is fully committed to inclusion and we will always use our best endeavours to secure special educational provision for those children for whom it is required.

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 the 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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20

Preston Manor School is committed to fulfilling the duties placed on schools under the Equality Act 2010. This includes the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and make 'reasonable adjustments' so that disabled children or young people are not at a substantial disadvantage compared with their peers. (SEN Code of Practice 2015).

This definition of disability in the Equality Act (2015) states that: 'A person has a disability for the purposes of this Act if s/he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities'.

This includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Therefore, where a disabled student requires special educational provision they will also be covered by the SEN definition.

The SEN Code of Practice (2015) provides an overview of 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Mental health difficulties
- Sensory and Physical Needs

The purpose of identification is to work out what action the school needs to take to support students in mainstream education.

SEND Policy Objectives

- All teachers are teachers of SEND.
- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All children with SEND will be valued as full members of the school community.
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals.
- A partnership should exist between the pupil, parents and the school, supported by external agencies.

SEND Policy Outcomes

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice (2015). This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress made by students is a core part of the school's appraisal arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the

quality of Teaching and Learning of students with SEND.

- Regular monitoring of the progress and development of all pupils throughout each school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every pupil.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the Schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.
- Designating a teacher responsible for coordinating SEND provision i.e. SENCO

SEND Admission Arrangements and Reception Transfer

The admissions arrangements for all pupils are set out in Preston Manor's admissions' policy and fully compliant with Government legislation, including the Equality Act 2010. Brent's SEND 0 – 25 Team notifies Preston Manor about students who are transferring with EHC plans in the Spring Term of their Nursery year. The SENCO will attend a meeting with the EYIST, parents and nursery setting to ensure a smooth transition into Reception. Students on SEND support are admitted under the general admissions criteria and the school is notified on the Admissions Transfer Form. The SENCO will visit Nursery Schools prior to transition if deemed necessary. The SENCO may also facilitate parent visits to the school to enable them to see the setting before their child joins the school if the child has an EHCP. All prospective Reception pupils attend a Taster Morning and this includes a transition pack to capture student and family views in line with a person-centered approach. Information about all students with SEND is collated and disseminated to the teaching staff and relevant members of the support staff i.e. the Welfare Officer.

Transition

Year 6-7

For students who have an EHCP, or who have complex needs, the SENCO may arrange visits to local secondary schools, including Preston Manor Upper School and help plan transitional arrangements in the summer term of the Year 6. All pupils in Year 6 have transition sessions to support them in understanding the levels of independence when attending a secondary school.

This provides them with strategies to deal with different situations as they arise and signposting. These are in a booklet that pupils can refer to, ask questions during the summer term and this can also be taken home to prepare them before they begin learning in their secondary setting. Secondary settings often send a bespoke transition booklet to the SENCO in addition to the above, which is then shared with the pupils and their families.

Identification of SEND

Good communication with nursery settings is key in ensuring that we have a good understanding of the special educational needs for the students joining us in Reception. Where a child has been identified as SEND by their nursery, or has an EHCP, the SENCO will visit the nursery setting. We create a supportive, personalised plan in an attempt to secure a smooth transition for all students identified with SEND. We seek to include parents/carers at every opportunity, and especially during transition points, because we know that they are the experts on their children. Where students present with emerging needs, they are assessed in line with the four categories of SEND. If a learner is identified as having SEND, we will provide provision that is additional to or different from the normal differentiated curriculum, intended to overcome the barrier to their learning and to help them make expected progress.

Reception pupils' progress is monitored by the class teachers and the lower school head teacher, who is also the Early Years Leader and will raise any concerns with the SENCO. The SENCO visits Reception classes regularly to make observations of pupils who are already identified with Special Educational Needs and also to consider the needs of pupils as they settle in to their new learning environment. There is an understanding at Preston Manor Lower School that pupils do not learn in a linear way and when pupils are at their very earliest stages of school life they may progress more slowly in one term and rapidly in another. Careful consideration needs to be made of this before identifying a need. Intervention is carried out in a timely manner to work towards removing any barriers to pupils learning. Close collaboration between the Reception teachers, Early Years Phase Leader and the SENCO and regular communication is key to securing progress is made in all areas of the EYFS curriculum. The SENCO reviews a variety of data from class teachers in KS1. This may include in-year tests, Phonics and teacher assessment data.

The SENCO reviews standardised data from the Testbase Maths, Reading, Grammar and Spelling tests that are carried out three times per year in Years 2-6. If a pupil has standardised scores that are below 80, pupils will be supported with additional interventions and may be added to the school's SEND register at this stage in agreement with parents. Progress is monitored and if the scores do not improve, then additional referrals may be made for assessment e.g. the link Speech and Language therapist or the link educational psychologist. The SENCO will always discuss the next steps with the parents before referrals to external agencies are made. Once an external agency is involved, the pupils will be added to the SEND register.

In-year admissions are managed by the parent liaison and office team and parents are required to specify SEND status on the application form.

Class teachers are encouraged to identify any barriers to learning that are acting to prevent a student from making progress and consider which strategies can be utilised by the class teacher to minimise such barriers. This is quality first teaching as outlined in the Inclusion Statement of the revised National Curriculum 2014 section 4:1 (Responding to pupils' needs and overcoming barriers for Individuals and groups of pupils).

The SENCO encourages the class teachers to have a collaborative planning meeting with her to design short term in-class interventions over a short period of time and where a pupil's progress can be measured.

At all stages, the SENCO may assess pupils and design interventions to support progress. At all stages, the SENCO may contact parents to consider referrals to external agencies if despite intervention, expected progress is not being made.

In line with the Code of Practice (2015) Preston Manor follows the graduated approach to SEND provision using the 'assess, plan, do and review' model:

SEND Provision: Preston Manor's Graduated Response

ASSESS

- Where the pupil is not progressing in-line with expectation/ national average
- Analyse pupil needs: underachievement/ possible learning difficulty/ other
- Pupil and parent consultation
- Phase leader and teacher will consider needs at Pupil Progress meetings

PLAN

- If no or limited progress is made, SENCO and/or Phase leader plans the next steps with class teachers.
- SENCO and/or Phase Leader and Class teacher collaborative planning for in-class interventions within a specific time frame

- SENCO may organise small group additional interventions

DO

- The class teacher remains responsible for the pupil day-to-day, they work closely with support and specialist staff to enact agreed support plan. Where possible additional interventions happen in the classroom. 1:1 and 1:2 additional interventions with support staff happen in the classroom.
- Pupil offered high quality differentiation/ adaptive teaching in lessons built around the agreed outcomes.
- SENCO may organise small group additional interventions, if applicable

REVIEW

- If progress has been made, class teacher and SENCO monitor continued progress (cycle restarts)
- If there remains little evidence of progress, SENCO will contact parents regarding referral to external agency for advice and to seek a better understanding of need
- A more intense package of support can be agreed with external agency staff
- At this stage the parents are informed that their child will be added to the school's SEN register.

The Assess, Plan, Do, Review cycle is implemented again, working with the external agency input.

A Communication Passport is created for each pupil with an identified special educational need. This considers the four areas of need identified by the SEN Code of Practice (2015) so that the class teacher and parent can plan how to support the pupil through a holistic approach.

Annual targets are set and these are then broken down into termly Individual Support Plans. There are three targets to be met each term.

Additional interventions may also be organised through the SENCO to support the pupil.

If the pupil continues to make no or limited progress despite specialist input the school may make a request to the Local Authority to carry out an assessment of the pupil's Educational and Health Care needs so that a comprehensive plan of how to support the pupil can be implemented.

Parental agreement is always sought.

Where applicable, the SENCO may decide that staff should use additional assessments to enable a more personalised curriculum to be implemented alongside the school curriculum when a pupil has an EHCP.

SEND Provision: A Three-Tiered Approach

Our support staff work primarily in class. They may also carry out small group programmes for specific areas of need and some one-to-one sessions for pupils

We run a three-tiered approach to providing for pupils

Universal (Wave 1: Core Funding),

Targeted (Wave 2: SEND Notional) and

Specialist (Wave 3: High Needs Block)

SEND Provision: Accessibility and Modification

Preston Manor is on a large site with classrooms on two floors (Reception and KS1 on the ground floor). There is a lift for wheelchair users and there is a disabled toilet. In line with the School Accessibility Policy we can adapt the usual set up of classrooms to accommodate student needs, for example a student with a long term medical condition and who may need to use the lift may have a class room closest to the lift. Other reasonable adjustments can be made to support pupil's needs.

We work closely with outside agencies to provide specialist equipment and advice for those students that need it for example a hearing transmitter and receiver system for a student with sensory impairment, Langham steps and use of a laptop and adaptation of resources for students with a visual impairment.

The SENCO meets early in the year with the lower school deputy head teacher to discuss any necessary access arrangements for KS2 SATS and if relevant liaise with secondary schools of any need for modification to support access for selective entry testing.

Some students will qualify for a reader, extra time, rest breaks, access to technology and, in some cases, a scribe.

In a few cases, the lower school's head teacher will report the number of pupils who are being assessed using the Engagement model.

Current SEND Curriculum/ Intervention Offer where applicable

| Example of Preston Manor Lower School Provision Offer | | |
|---|--|--|
| Area of Need | Wave 2 – Catch Up and SEN support | Wave 3 – SEN Support and EHCP |
| Communication and Interaction | <ul style="list-style-type: none"> Speech and Language groups Nuffield Early Language Intervention Talk Boost KS1 Friendship and Confidence groups (Time to Talk)– KS1 Talk about groups – KS2 Lego groups Colourful Semantics Communication Keys Language for Thinking | <ul style="list-style-type: none"> Speech and Language therapist in school (one day per week) 1:1 speech and Language support programmes, devised by Speech and Language therapist, delivered by KS2 TA 1:1 speech and language programmes delivered by Learning Support Assistants- KS1 Now, Next, Then boards Visual prompt cards Flexible timetable 1:1 adult support |
| Cognition and Learning | <ul style="list-style-type: none"> Read Write Inc, Phonics Intervention groups 1:1 Reading with volunteers 1:1 reading with Upper School volunteers 1:1 reading with KS2 reading volunteers (KS1) Colourful Semantics (EAL) Max's Marvellous Maths 1st Class @ Number Talking Maths Ready, Set, Remember Memory Skills Reading Plus | <ul style="list-style-type: none"> SNIP word reading and spelling Colourful Semantics Diagnostic Assessment in Number Sense 1:1 Maths support programme devised by SENCO Communication Passports Individual Support Plans BARICS targets and activities Paired Reading Timers and targets Access to Educational Psychologist 1:1 adult support and personalised timetable |
| Social, Emotional, Mental Health Difficulties | <ul style="list-style-type: none"> Friendship and Confidence groups (Time to Talk) – KS1 Talk about groups – KS2 Lego groups EAL early language/ New Arrivals groups Transition booklets Seasons for Growth Wellbeing 1:2 support Weekly Well Wishers lunchtime club Educational Mental Health Practitioner working with parents- referrals via SENCO | <ul style="list-style-type: none"> 1:1 adult support Individual Behaviour Plan Access to Inclusion Support Fiddle toys Access to Educational Psychologist Transition meetings 1:1 support time with ELSA 1:1 support time with SENCO CAMHS referral Flexible timetable Boxall Profile and nurture group Access to Upper School Counsellors |
| Sensory and/or Physical Needs | <ul style="list-style-type: none"> Specific equipment: Wobble/ sit 'n' move cushions, fiddle toys, sloping boards, larger pencils, pencil grips Fine motor skills support Additional handwriting support Noise reducing headphones | <ul style="list-style-type: none"> Access to sensory room and personalised timetable for its use Support from external services-BOAT, Hearing and Visually Impaired Advisory teachers, school nurse 1:1 adult support Occupational therapist Touch typing |

Additionally Resourced Provisions (ARPs)

Preston Manor Upper School hosts two Additionally Resourced Provisions (ARPs) on site: The Speech and Language Resourced Base for students with speech, language and communication difficulties and Compass for students with Autism.

Preston Manor Lower School **does not** have an Additionally Resourced Provision.

Please refer to Preston Manor Upper School's offer on the whole school's website.

Staff Deployment and SEND Funding in Mainstream

Students with an EHCP are allocated a specified funding level according to the Brent Local Authority assessment of their needs. The majority of mainstream EHCPs are funded as shown below:

| | | Brent EHCP Funding Bands for Students with EHCPs | | | | | |
|----------------|------------------------------|--|--------|---------|---------|---------|--|
| At the time of | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 | Band 6 | Band 7 |
| | Met by other formula factors | £6,400 | £8,400 | £10,500 | £12,600 | £14,600 | Pupils awaiting a special school place |

reviewing this policy the above funding band is being reviewed during 2025-26 by Brent's 0-25 SEN Team. Funding is used to pay the salaries of SEND staff: LSAs, and to provide auxiliary aids and specific teaching resources. The school funds the first £6,000 in every mainstream EHCP and the local authority allocate the remaining funding called top-up funding. So, for example, if a student as an EHCP with Band 4, the school funds the first £6,000 and receives the remaining £10,500 from the local authority.

Staffing ratios are dependent on the number of students with an EHCP and their particular needs.

Students on SEND support (K) are funded through the school's notional SEND funding.

Requesting an EHCP

The school may request an EHC Needs Assessment request from the local authority.

Preston Manor must demonstrate that a student has lifelong and significant learning needs and has not been making adequate progress the school despite rigorous assessment/ planning and access to targeted interventions. A parent/carer may also request a statutory assessment from the local authority. If the request for assessment is granted, it may lead to the student being provided with an EHC plan. The application for an EHC plan will combine information from a variety of sources including parents, SENCO, Educational, Social Care and Health Professionals where relevant. The decision to give a student an EHC plan lies with a specialist panel at the local authority based on the information submitted by all those that are involved with the child. If the Local Authority finds that, for a child to remain in a mainstream placement, they require a more personalised support package that is over and above what is found in the school's core offer, they will attribute additional funding with the Educational Health Care Plan.

The school, parents and the child will be involved in developing the plan. Parents have the right to appeal against the content of the EHC plan. With an EHCP, Parents/ Carers also have the ability to choose the school they think is most suitable to meet their child's needs, outside of the usual catchment process. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed annually at a person-centred review with parents and other involved professionals. This meeting is usually chaired by the SENCO, and involves all those that work with the student. This review enables provision to be evaluated/ audited and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

All students who have an EHC Plan will have a Communication Passport and an Individual Support Plan which is reviewed termly with parents. This is in addition to the annual review meeting.

SEND Local Offer

The Children and Families Act (2014) sets out a duty for local authorities to publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area (Regulation 53, Part 4). The Local Offer for Brent

can be found at:

<https://www.brent.gov.uk/children-young-people-and-families/send-local-offer>

As part of the Children and Families Act, schools must also publish an annual SEND Information Report which is available on the school's website.

Brent SENDIASS (Information, Advice and Support Service) provides information and support to parents of pupils with SEND. A wide range of information and advice may be obtained by contacting this independent service.

<https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendiass#About>

Partnership Working

Parents

Preston Manor actively seeks to work with parents/carers and values the contributions they make:

- Parental/ carer views are recorded as part of the person-centred reviews and SEND support plans
- Parents/ carers are actively encouraged to attend parents' evenings where their child's progress is discussed with class teachers. Furthermore, there are a number of other events throughout the school year which parents/ carers are actively invited to attend.
- The SENCO may invite parents/ carers to come into Preston Manor for information, training or Q&A opportunities.
- Parents/ carers are communicated with through the school newsletter, letters home, telephone calls, texts via the office team and email
- Parents/ carers have the opportunity to offer feedback in our Parental Feedback Surveys, which happen bi-annually.
- Parents are encouraged to help their child in many ways, for example: listening to their child read and helping them to learn new spellings.

Students

- Preston Manor acknowledges the student's role as a partner in his/her own learning and education.
- Students are actively encouraged to be involved in decision making by attending person centered reviews and to be involved in setting and reviewing of their outcomes. If they are unable to attend the meeting their views are sought prior to the meeting and shared within the meeting.
- Student views are valued and are recorded and listened to as part of the review process.

External Support

The Academy aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by Preston Manor include (this is not an exhaustive list):

NHS:

- Speech and Language therapy
- Occupational therapy
- Physiotherapy
- CAMHS
- Educational Mental Health Practitioners

Brent:

- Educational Psychology Service
- Brent Outreach for Autism team
- Brent Inclusion Team
- Early Help Team
- Brent 0-25 team
- SENDIASS
- Brent Carers

Evaluating the Impact of Provision

The effectiveness of Preston Manor's SEND provision is evaluated through:

- The monitoring of classroom practice by the SENCO, Subject Leads and Phase Leaders/ SLT. This will include book scrutiny, learning walks, lesson drop-ins and formal observations of teaching and learning.
- Class teachers and parents/ carers can use the targeted feedback in books to keep up- to-date with what's going well in lesson and what areas need to be worked on.
- Annual review meetings that include reviewing the Communication Passports and ISPs.
- Progress of pupils with SEND through teacher data
- Progress of pupils with SEND through test data
- End of Key Stage SATS data where relevant
- Annual review of the EHCP meetings to review outcomes
- Assessment measures of specific interventions
- Monitoring of targets of LAC through their PEP
- Monitoring of progress of SEND pupils as part of the SEF/SDP
- SENCO report to the Governing Body
- Monitoring of policy and practice by the governor for SEND.
- Governor's report to parents
- Parent views
- School's link from SENAS who reviews school as part of a cluster
- School Improvement Partner and OFSTED
- Observations of support staff and feedback.

Staff Continuous Professional Development

We understand the importance of training in special needs, inclusion and disability equality. We also recognise that teaching and non-teaching staff will need regular training on aspects of Additional Needs and inclusion to better develop their knowledge, skills and confidence. In liaison with the Deputy Head teacher who is responsible for ongoing CPD, the SENCO and Senior Leadership team is responsible for delivering ongoing SEND CPD to teaching staff across the school. The Senior Leadership team are supported with this through the wider subject leadership team.

Specific training and advice is also provided to teaching staff on key areas of SEND, including ASD and supporting students with speech, language and communication difficulties.

Specialist professionals such as the Speech and Language Therapist, ASD advisor (BOAT) and the Educational Psychologist provide reports and plans for teaching staff to implement.

The SENCO ensures that these plans are accessible in teachers' Class SENd folders on the staff shared drive (to minimise paper documents) and these are updated as soon as new information comes in, so that staff are able to implement these as quickly as possible. Resources are also accessible to all staff via specific folders.

The Role of the SENCO

The SENCO, in collaboration with the Head Teacher and Governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND.

The key responsibilities of the SENCO will include:

- Overseeing the day-to-day operation of the school's SEND policy
- Managing the Learning Support team: HLTA, LSAs and TAs, ELSAs and Seasons for Growth Champion.
- Liaising with and advising fellow teachers
- Advising on a graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Coordinating provision for pupils with SEND
- Overseeing the records on all pupils with SEND
- Contributing to the continuous professional development (CPD) of staff
- Liaising with external agencies including the Local Authority support, Educational Psychology services, health and social services and voluntary bodies
- Developing links with other school/sharing best practice

Name and contact details of SENCO

Mrs Sandra Solanki: Assistant Head teacher for Inclusion (SENCO)

Email: s.solanki@preston-manor.com

Phone: 02083854089 ext 412

The role of the Lower School's Head teacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Mr Kevin Atkinson: Lower School Headteacher

Email: lowerschooladmin@preston-manor.com

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching 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

The role of the SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update

- the governing board on this
- Work with the lower school head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Complaints

We always strive to resolve concerns amicably either through the teacher, Phase Leader or the SENCO (please see the Borough Complaint's procedure listed on their local offer). We make ourselves as accessible as possible and are always glad to chat informally via phone, email or in person. Alternatively, we are happy to make a time for a more formal meeting and you are welcome to bring family members or people acting as your advocate or translator, if required.

If you are not happy with the way your complaint has been dealt with, you can make an appointment with the Head of the Lower School to discuss your concerns. Please see the school's complaints policy for a full outline as the complaints procedures at Preston Manor School.

Special Educational Need and Disability Information, Advice and Support Service (SEANDIASS) will support parents and carers who have a problem or disagreement with a school or Brent Local Authority. They will seek the opportunity for mediation, for an independent opinion and offer support in resolving the issue positively.

Additional Useful Links:

Preston Manor Lower School's SEND Information Report

[Update this link at the time of updating to the website](#)

Brent Local Authority's SEND Local Offer:

<https://www.brent.gov.uk/children-young-people-and-families/send-local-offer>

Brent SENDIASS:

<https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendias#About>