



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEN) POLICY

PRESTON MANOR SCHOOL

An All-Through School

DRAFT

Governors' Committee Responsible: Learner Welfare Committee/Johnathan Bach	
Statutory Provision: Statutory	
Policy Author: Taryn Neale and David Tully	Review Period: Annual
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Contents

SEN Vision & Values	Page 3
SEN Policy Compliance	Page 3
Definition of SEN & Disabilities	Page 3
SEN Policy Objectives	Page 4
SEN Policy Outcomes	Page 4
SEN Admission Arrangements & Primary Transfer	Page 5
Transition	Page 6
Identification of SEN	Page 6
SEN Provision: Graduated response	Page 8
SEN Provision: A Three-Tiered Approach	Page 9
SEN Provision: Accessibility & Modification	Page 10
Curriculum/ Intervention Offer	Page 11
Additionally Resourced Provisions (ARPs)	Page 12
Staff Deployment and SEN Funding	Page 12
Requesting an EHCP	Page 12
SEN Local Offer	Page 13
Partnership Working	Page 14
Evaluating the Impact of Provision	Page 15
The Role of the SENCO	Page 16
Key SEN Contact Details	Page 16
Staff Continuous Professional Development	Page 16
Complaints	Page 17
Appendices	Page 18

SEN Vision & Values

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 all pupils—regardless of any Special Educational Needs or Disabilities (SEND)—to be well-supported, make progress, and develop lifelong skills through access to a broad and balanced curriculum.

We ensure:

- Every child's achievements are valued and celebrated.
- Strong partnerships with parents, recognising their key role in their child's development.
- Pupil voice is heard and respected.
- Early identification of SEND, with timely, collaborative support and smooth transitions.
- Barriers to learning are actively identified and removed through reflection and adaptation.
- A consistent, whole-school approach, with well-trained staff equipped to support all learners.
- A curriculum that promotes achievement, resilience, and collaboration.

Inclusion is not just a principle, it is embedded in everything we do.

SEN 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 SEN & Disabilities

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. The SEND Code of Practice (2015) says students have a special educational need and/ or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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 Children and Families Bill 2014*)

Preston Manor School is committed to upholding legislation set out in the Equality Act (2010). This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the

Equality Act and to make 'reasonable adjustments' so that disabled children or young people are not at a substantial disadvantage compared with their peers (SEND 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 SEN, but there is a significant overlap between disabled children and those with SEN. Therefore, where a disabled student requires special educational provision they will also be covered by the SEN definition.

The SEND Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs

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

SEN Policy Objectives

- All teachers are teachers of SEN.
- All children with SEN have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All children with SEN 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 SEN will be valued as full members of the school community.
- All children with SEN 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.

SEN Policy Outcomes

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

- Making SEN provision an integral part of each School Development Plan.
- Enabling identified pupils with SEN to reach their full potential.
- Enabling successful transition of SEN 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 SEN students to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.

- The quality of teaching students with SEN 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 SEN is key to the quality of Teaching and Learning of students with SEN.
- 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 individual.
- 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 SEN.
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the Schools' SEN provision, our approach to neurodiversity and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.
- Designating a teacher responsible for coordinating SEN provision i.e. SENCO

SEN Admission Arrangements & Primary 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 Year 6. Where appropriate a member of the Learning Support Department will attend the Annual review of all Year 6 students with an EHC Plan to ensure a smooth transition.

Students on SEN support are admitted under the general admissions criteria and the school is notified on the Admissions Transfer Form.

The SENCO, Deputy SENCO and/ or Managers of the Additionally Resourced Provisions (ARPs) will visit Primary Schools at key points throughout the year, as necessary, and maintain close contact to ensure that information is shared and disseminated to relevant staff prior to transition.

In addition to Preston Manor's general Year 6 Transition programme, the Learning Support Department organise multiple events to support the transition for all our Year 6 pupils with EHCPs including:

- Y6 Parent Coffee Morning (usually held at the beginning of May)
- Y6 Headstart Programme (an additional taster day for students so they can meet key staff and have a secondary school experience prior to the whole Y6 taster day)
- Visits to current primary schools by key Preston Manor staff
- Encourage Primary Schools to invite Preston Manor staff to Annual Reviews where appropriate
- Further, individualised visits for pupils who may require them

Furthermore, students with SEN are sent a transition pack to capture student and family views in line with a person-centred approach. All students with an EHC plan and some students with high needs on SEN Support are invited for an admissions interview with a member of the Learning Support Department prior to admission.

Information about all students with SEN is collated using the Additional Educational Needs (AEN) Booklet and disseminated to teaching staff and relevant members of the support staff i.e. the Welfare Officer.

Transition

Year 9

In the spring term the Year 9 options process begins with a number of key events to support students and parents make an informed choice. There is an options' assembly, options' evening and a booklet explaining the different pathways. The Learning Support Department liaise closely with SLT and the Y9 DSD to identify students that would benefit from parts/ all of the KS4 SEN Curriculum Offer. This includes access to Functional Skills English, Functional Skills Maths, Functional Skills Science (where appropriate), Personal Development and Employability (PDE) using the King's Trust, Study Support and access to the AQA Unit Awards Scheme that are taught in tandem of other GCSE options. All Year 9 students are interviewed where the Learning Support Department lead on interviewing students with SEN. In addition, students are offered an interview with the careers support staff.

Year 11

For students who have an EHCP, or who are monitored by the SEN team as Complex K, keyworkers arrange visits to local colleges and support the planning of transition arrangements. This may include specific interventions, such as travel training delivered by the SEN team, to help children and young people move confidently into their next stage of education. All SEN students also receive a careers interview as part of their transition support.

The SEN team also runs a KS4 College Forum in the early Autumn Term. All KS4 students with EHCPs or Complex K, along with their families, are invited to attend. The event provides practical guidance on the KS4 to KS5 transition, and a wide range of local colleges host information tables so that students and families can explore different provisions and speak directly with staff.

In addition, we deliver the Transition Academy initiative, a tailored five-day programme designed for key vulnerable SEN learners. This programme includes input from SALT and Careers staff to ensure students receive personalised support as they prepare for their next steps.

Year 13

For students in Year 13 with EHCPs, we continue to provide structured transition support as they prepare for their next steps beyond sixth form. These KS5 learners access SEN study support, where transitions and next steps are planned for, reviewed, and communicated. This includes personalised discussions about suitable routes after sixth form, support with decision-making, and coordination with external providers when needed.

We also help students prepare for interviews and complete applications for college, apprenticeships, supported internships, or university. This may involve practising interview techniques, reviewing personal statements, and ensuring students understand the requirements of their chosen pathway. The aim is to ensure every KS5 learner with an EHCPs leaves sixth form with a clear, supported plan for their future.

Identification of SEN

Good communication with our primary feeder schools is essential for building a clear understanding of the special educational needs of students joining us in Year 7. Preston Manor contacts all feeder schools to request specific information about the incoming cohort, including details about students with SEN. This information forms the basis of what we share with Year 7 teachers in September through the Additional Educational Needs (AEN) Booklet.

For children with an EHCP, the SENCO and/ or members of the SEN team meet with primary schools throughout the summer term to develop a supportive, personalised transition plan. We aim to involve parents and carers at every stage, especially during transition points, recognising that they are the experts on their children.

Where students present with emerging needs, they are assessed in line with the four categories of SEN.

If a learner is identified as having SEN, 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.

In Autumn Term, all new Year 7 students are tested using NFER CAT (cognitive ability tests) for verbal, non-verbal, quantitative, and spatial producing standardised scores:

The Literacy Coordinator tests the incoming Y7 cohort using the NFER Reading Test to give an indication of reading accuracy and comprehension and this information is recorded on a student's profile page on Go 4 Schools.

The SENCO and key staff review the data and identify students whose scores fall below 80 and this may result in further testing using WRAT (wide ranging achievement test) which measures competence in word reading, sentence comprehension, spelling and Maths.

Students who have a standardised score below 80 and have significantly low prior attainment data are cross-checked against the Admissions Transfer Form SEN data and added to the SEN register and the AEN Booklet if not already identified. Parents are informed by letter and parents are invited in for a meeting to discuss provision.

In-year admissions are managed by the pastoral team and parents are required to specify SEN status on the application form. Where there is concern, in-year admissions will also be tested using WRAT to identify any potential concerns.

At Preston Manor, teachers use the **Pastoral Gateway** referral system to identify barriers to learning and implement appropriate classroom strategies, aligned with the principles of Quality First Teaching, as outlined in the 2014 National Curriculum (Section 4.1). This process supports the school's Teaching and Learning Pillars of Ambition, Responsibility, and Excellence.

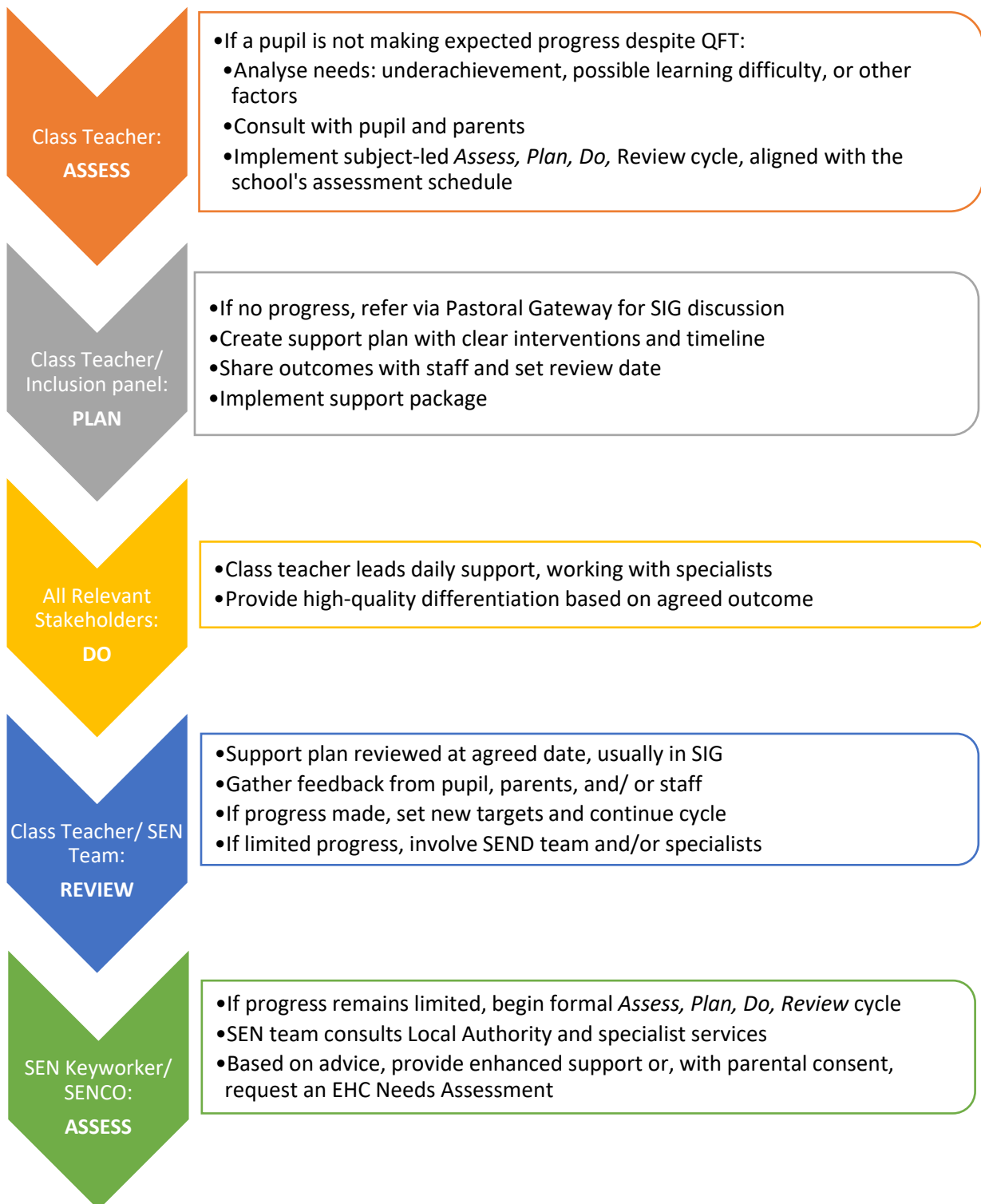
All referrals are discussed in the weekly **Student Intervention Group** (SIG) meeting, attended by the Head of Inclusion/SENCO, Deputy SENCO, Assistant Headteacher for Safeguarding, Senior Mental Health Lead, Learning Mentor Lead, MHST representative, and Directors of Student Development. Where necessary, further internal or external assessments are initiated.

Referrals assigned to the Learning Support Department are reviewed in SEN Managers' Meetings or Morning Briefings. The SEN team may conduct observations and assessments to create a targeted, needs-based support plan. Updates are shared with staff via the AEN Booklet, forming part of our 'graduated approach' to SEND provision.

Each term, progress data is reviewed by subject teams and SEND leads. Where students continue to fall behind despite intervention, and evidence shows broader curriculum impact or widening gaps, they may be added to the SEND register.

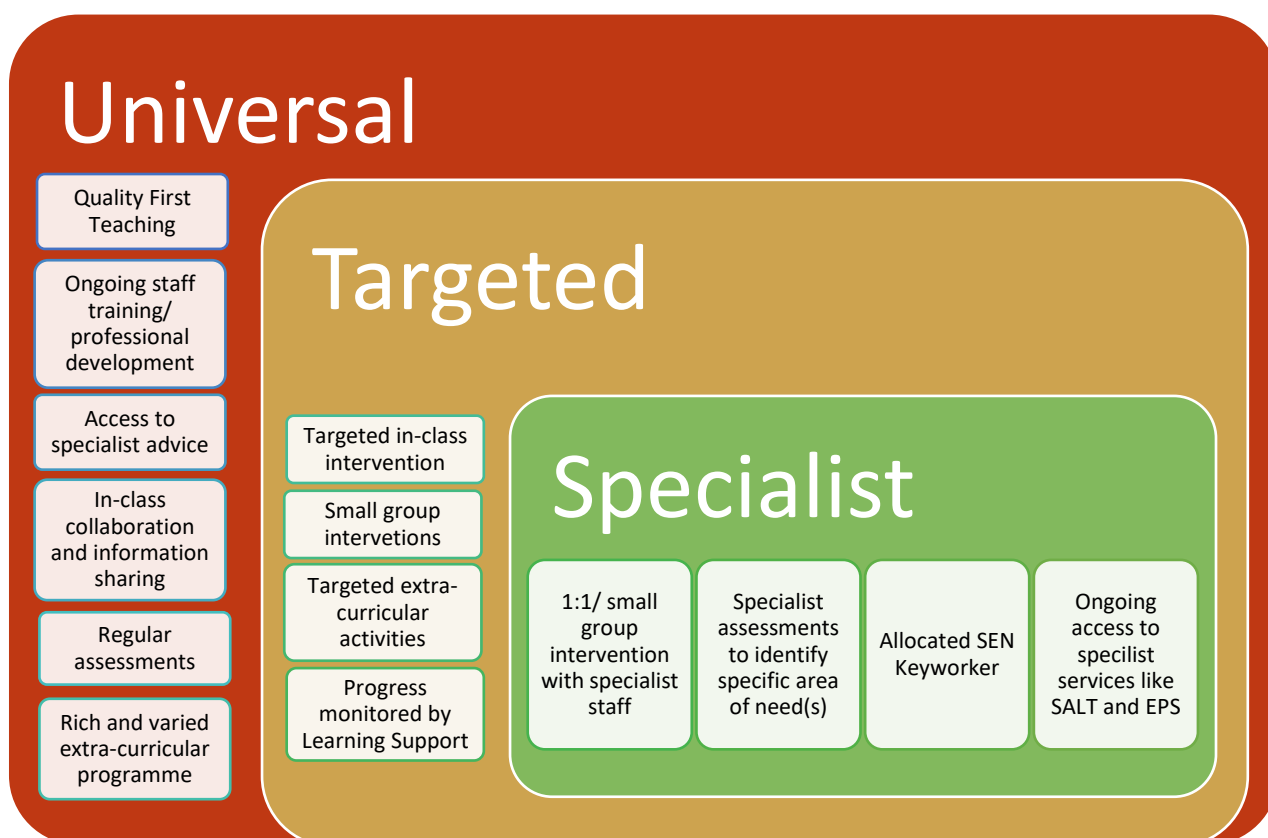
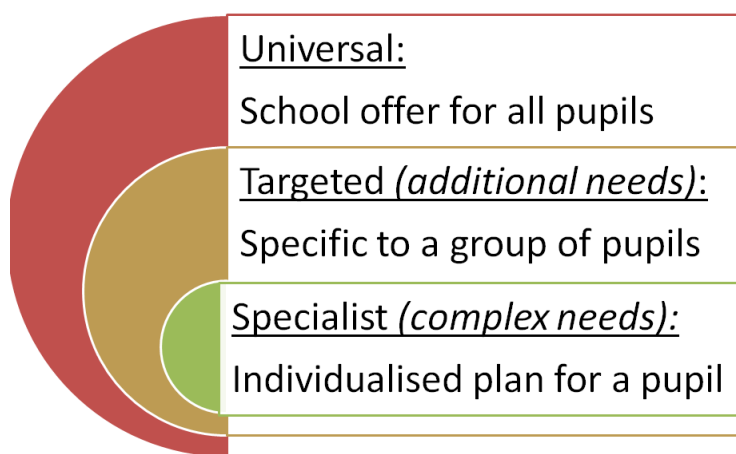
In line with the Code of Practice (2015) Preston Manor follow the graduated approach to SEN provision using the 'assess, plan, do and review' model:

SEN Provision: Preston Manor's Graduated Approach



SEN Provision: A Three-Tiered Approach

The Learning Support Department at Preston Manor are used in a variety of ways, from staff training to team-teaching/ in-class support, running small group programmes for specific areas of need to on-to-one sessions for students. We run a three-tiered approach to providing for students Universal (Wave 1: Core Funding), Targeted (Wave 2: SEN Notional) and Specialist (Wave 3: High Needs Block):



SEN Provision: Accessibility & Modification

Preston Manor is on a large site with some teaching areas split over two floors (Art, Computing, MFL & English) and three floors (Science). There are no lifts. Most ground floor teaching rooms are accessible for wheelchair users and there is a disabled toilet. In line with the **School Accessibility Policy** lessons can usually be relocated to ground floor classrooms to accommodate student needs, for example a student with a medical condition requiring long term use of crutches was able to have

lessons located on the ground floor. This excludes access to the Learning Resource Centre (LRC) which is on the second floor and some of the Science and Language classrooms.

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, long cane training for a student with a visual impairment and a voice amplifier for a student with communication needs.

The school has a rolling programme of screening for Access Arrangements support for pre-public exams and public exams. The specialist assessor conducts further tests in order to provide the necessary evidence for JCQ in KS4. Some students will qualify for a reader, extra time, rest breaks, access to technology and, in some cases, a scribe.

Current SEN Curriculum/ Intervention Offer (not exhaustive)

Area of Need	Small Group	Individual
Transition/ Vulnerable	* Y 6 Transition Mornings (Headstart) * Y 7 Vulnerable Transition Groups *Peer Mentoring (KS5 mentoring KS3) * SEN Breaktime and Lunchtime Clubs	*1:1 Mentoring * Buddy systems * Peer Mentoring * Staff Mentoring * Counselling (eg BCYP)
Curriculum	*Y10 Functional Skills English (AQA) *Y10 Functional Skills Maths (Edexcel) *KS4 Functional Skills Science (OCR) *KS4 AQA Unit Award Scheme (run alongside all GCSE options) *KS4 King's Trust Option (3hrs weekly) *KS4 Study Support Option	*Access Arrangements for formal assessments
Literacy	* KS3 Literacy Groups (personalised to need such as fluency, vocabulary and phonics, etc) * LEXIA (specific reading intervention)	*1:1 phonics *1:1 Guided Reading
Numeracy	* KS3 Maths Intervention (1hr weekly) * KS3 Numeracy Groups	*1:1 numeracy
Speech, Language & Communication Needs	* Communication Group (personalised to need such as Inference, SMiLE therapy and Narrative, etc) * ASC (Autism) Group * Lego Therapy Group *Lighthouse SLCN Additionally Resourced Provision *Compass ASC Additionally Resourced Provision	*ASC debrief *Neurodiversity Pupil Ambassadors *SALT consultation
Social & Emotional	* SEMH targeted groups (personalised to need such as Zones of Regulation, Mindfulness and PUMP, etc)	*Counsellor *Mentoring *Pastoral Support Assistants - MHST
Behavioural	*KS3 Self-Esteem/Vulnerable Groups *Mentoring groups (1 - 2hrs per week)	*1:1 Mentoring *Pastoral Support Assistants
Physical Impairment	*Handwriting groups *Touch-typing	*Physiotherapy (school-led) *Touch-typing *Access Arrangements for formal assessments
Study Support	*SEN Homework Help	*Adhoc 1:1 support

Additionally Resourced Provisions (ARPs)

Preston Manor School is proud to have two Additionally Resourced Provisions (ARPs) on site:

- **Lighthouse ARP:** supporting students with speech, language & communication needs
- **Compass ARP:** supporting students with a diagnosis of Autism Spectrum Condition

Admissions to both ARPs are made in consultation with Brent's 0–25 SEND Team and the school, ensuring that placements are offered to students who will benefit most from specialist provision. Due to high demand, places are limited.

Each ARP supports up to 12 students with an Education, Health and Care Plan (EHCP) and is led by a specialist teacher. They are supported by a team of specialist staff, including additional teachers, Higher Level Teaching Assistants (HLTAs), and Learning Support Assistants (LSAs). A dedicated Speech and Language Therapist works in partnership with ARP staff and also supports students with identified needs in the mainstream setting.

ARP students are fully included in the school community and are registered on the main school roll. They access mainstream lessons with appropriate support, alongside targeted withdrawal sessions tailored to their individual needs as part of a personalised curriculum.

For more detailed information, please refer to the school website and the SEN Information Report.

Staff Deployment and SEN 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 Top-Up Funding Bands for Students with EHCPs					
Band A	Band B	Band C	Band D	Band E	Band F
Met by other formula factors	£6,378	£8,441	£10,504	£12,567	£14,630

SEN funding is allocated to support a range of provisions, including staffing costs for SEN specialists, Learning Support Assistants (LSAs), and Speech and Language Therapy. It is also used to provide additional services such as counselling, therapeutic behaviour interventions, auxiliary aids, and specialist teaching resources.

For each student with an Education, Health and Care Plan in the mainstream setting, the school is responsible for the first £6,000 of support. Any additional funding, known as *top-up funding*, is provided by the local authority based on the student's assessed level of need.

For example, a student on Band D receives a total of £16,504 per year. Of this, the school contributes the initial £6,000, and the local authority provides the remaining £10,504 through top-up funding.

The Compass and Lighthouse ARPs at Preston Manor School are funded through a combination of Department for Education (DfE) and local authority contributions. Each student placed in an ARP with an Education, Health and Care Plan (EHCP) is allocated £18,250 annually. This includes an initial £6,000 from the DfE, with the remaining £12,250 provided by the local authority as top-up funding.

Local authorities monitor the use of this funding through the *Annual Review Process* to ensure it is used effectively and in line with the student's EHCP outcomes.

Staffing ratios within the ARPs are tailored to the number of students and the complexity of their needs, ensuring each child receives appropriate support.

Students identified as requiring SEN Support (those on the 'K' code) are funded through the school's *notional SEND budget*, which is allocated to meet the needs of pupils who require additional support but do not have an EHCP.

Requesting an EHCP

Typically, children who meet the statutory criteria for an Education, Health and Care Plan (EHCP) receive their assessment and plan during their primary school years. However, some students may join Preston Manor without an EHCP despite meeting these criteria. In such cases, and where appropriate, the school may request an EHC Needs Assessment from the local authority (SEND Code of Practice, 2015, 9.14).

To initiate this process, Preston Manor must demonstrate that the student has lifelong, significant learning needs and has not made adequate progress despite thorough assessment, careful planning, and access to targeted interventions (SEND Code of Practice, 2015, 6.45–6.56). Parents or carers also have the right to request a statutory assessment directly from the local authority (SEND Code of Practice, 2015, 9.15).

The application for an EHCP gathers information from multiple sources, including parents, teachers, the SENCO, and relevant professionals from education, health, and social care. The local authority's specialist panel reviews this information to decide whether to issue an EHCP.

If the local authority determines that a student requires support beyond the school's core provision to remain in mainstream education, additional funding will be allocated through the EHCP. The development of the plan is a collaborative process involving the school, parents, and the student.

Parents have the right to appeal decisions regarding the content of the EHCP (SEND Code of Practice, 2015, 9.56). Additionally, with an EHCP, parents may choose a school they believe best meets their child's needs, regardless of catchment boundaries (SEND Code of Practice, 2015, 9.50).

Once agreed, the EHCP becomes part of the student's formal record and is reviewed annually with parents and all relevant professionals. These reviews, usually chaired by the SENCO, ARP Manager, or SEN Keyworker, evaluate the effectiveness of current provision and may result in adjustments to support levels.

All students with an EHCP are included in the school's AEN Booklet, which outlines their specific learning needs and strategies. This information is shared with teaching staff and forms the basis of the SEN target review process, conducted three times a year. Both the AEN Booklet and SEN targets are regularly updated to reflect the student's evolving needs.

SEN 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/localoffer>

As part of the Children and Families Act, schools must also publish an annual SEN 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.

Contact details are as follows:

SENDIASS

Brent Civic Centre, Engineers Way, Wembley HA9 0FJ

Tel 020 8937 3435

Mobile 07867 187360

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

Partnership Working

Parents

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

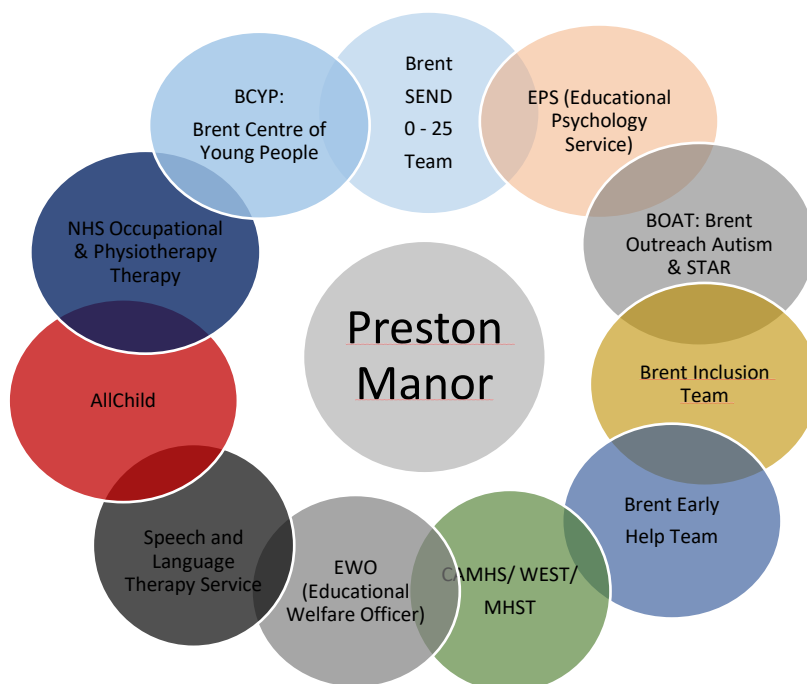
- Parental/ carer views are recorded as part of the person-centred reviews and SEN support plans
- Parents/ carers are actively encouraged to attend parents' evenings where their child's progress is discussed with subject teachers. Furthermore, there are a number of other events throughout the school year which parents/ carers are actively invited to attend.
- The SEN team run Parent Forums, where parents/ carers are invited come into Preston Manor for information, training or Q&A opportunities.
- Parents/ carers are communicated with through the school newsletter, letters home, telephone calls, email or the student planner.
- 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 all person-centred reviews and to be involved in setting and reviewing of their outcomes.
- 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*):



Evaluating the Impact of Provision

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

- The monitoring of classroom practice by the SENCO, Heads of Department, Director of Student Development and Senior Leadership Team. This will include book scrutiny, learning walks, lesson drop-ins and formal observations of teaching and learning.
- The SEN Team follows the SEN Feedback Policy when supporting in lessons. This is to ensure that students receive structured and consistent feedback from SEN staff in all their supported lessons. Mainstream teachers and parents/ carers can use the targeted feedback to keep up-to-date with what's going well in lesson and what areas need to be worked on.
- The progress made by SEN pupils in terms of target grades in core and other subjects (making expected progress, or better than expected progress).
- The performance of SEN pupils in nationally accredited tests and examinations.
- The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- The monitoring of outcomes on Annual Reviews for students on EHCPs.
- The monitoring of targets for Looked After Children (LAC) students on personal education plans (PEPS) and targets for students on pastoral and therapeutic behaviour interventions.
- School Self-Evaluation and Department Development Plan (SEF & DDP). Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.
- SENCO examination analysis and report to the Senior Leadership Team/ Governing Body.
- The monitoring of policy and practice by the SEN Governor.
- The Governors' Annual Report to Parents.
- Feedback from parents and pupils at SEN parent forums, review meetings and questionnaires.
- Review of SEN provision map including funding.
- Parental involvement, especially attendance at reviews.
- SENCO Cluster Group: Peer moderation and professional development.
- External evaluation by Brent Local Authority: for example, an SEN audit to moderate offer against other Brent schools.

- School Improvement Partner and OFSTED inspections.
- Inclusion Quality Mark (IQM) assessment

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 SEN policy and provision in the school to raise the achievement of pupils with SEN.

The key responsibilities of the SENCO will include:

- Overseeing the day-to-day operation of the school's SEN policy
- Managing the Learning Support team: ARPs Managers, Deputy SENCO, SEN teachers, HLTAs, LSAs, Speech and Language Therapists and SEN administrator
- Liaising with and advising fellow teachers
- Advising on a graduated approach to providing SEN support
- Liaising with parents of pupils with SEN
- Coordinating provision for pupils with SEN
- Overseeing the records on all pupils with SEN
- Contributing to the continuous professional development (CPD) of staff
- Advocating for and celebrating the achievements of our neurodiverse community
- 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, role and contact details of key SEN staff

Ms Taryn Neale – Head of Inclusion and SENCO

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Phone: 020 8385 4040 ext 263

Ms Alison Dynan – Deputy SENCO

Email: a.dynan@preston-manor.com

Phone: 020 8385 4040 ext 230

Ms Kirsty Whitworth – Manager of Speech and Language Additionally Resourced Base (LIGHTHOUSE)

Email: k.whitworth@preston-manor.com

Phone: 020 8385 4040 ext 262

Ms Siobhan Meehan – Manager of Autistic Additionally Resourced Base (COMPASS)

Email: s.meehan@preston-manor.com

Phone: 020 8385 4040 ext 216

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. Under the direction of the Senior Leadership Team, the SENCO and other teachers within the department are responsible for delivering ongoing SEN CPD to teaching staff across the school. They are

supported by Lead Practitioners. This includes training for the whole staff body in, for example, whole school INSET or Teaching and Learning Briefings as well as NQTs and teachers new to Preston Manor as part of the school's induction training for new staff. Specific training and advice is also provided to departments on key areas of SEND, including ASC and supporting students with speech, language and communication difficulties.

All Learning Support Department staff participate in the full range of school based CPD and INSET. Specific training is provided within the department as part of formal induction processes, in daily SEN morning briefings, in fortnightly SEN departmental meetings and ad-hoc training opportunities that are usually in response to a specific special need. External CPD is planned to meet objectives identified on the department SEF (School self-evaluation framework) and department development plan (DDP) as well as specific outcomes on students' EHCPs.

There is a dedicated area on the school-shared drive with Inclusive Teaching Strategies and other useful support materials including access to the AEN Booklet and the students' EHCPs. In addition, the department subscribes to several professional journals and organisations including: NASEN, Whole School SEND and SEN Leader in order to keep up to date with recent developments.

Complaints

We always strive to resolve concerns amicably either through the teacher, SEN staff 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 SENCO, you can make an appointment with the Head of the 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 (SENDIASS) 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's SEN Information Report: <https://www.preston-manor.com/page/?title=SEND&pid=80>
- Brent Local Authority's SEND Local Offer: <https://www.brent.gov.uk/localoffer>
- Brent SENDIASS: <https://www.brent.gov.uk/sendias>

Appendices

SIG Pastoral Gateway Referral Form:



Pastoral Gateway Referral Form (SIG)

Please note: any Child Protection concern should go directly to Hannah Jones

Pupil Name:	Form	Gender
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1. Reasons for referral (tick):

Possible learning difficulties		Needs more challenge/ aspirational	
Underachievement		Poor organisation	
Lack of engagement with school		Anger/ self-regulatory Issues	
Poor punctuality / attendance		Poor relationships with peers	
Concerns about mental health & well-being		Poor relationships with adults	
Victim of bullying		Concerns about physical health	
Low level disruption		Bullying behaviour	
Possibly involved in anti-social behaviour		Other:	

2. Please supply a short bullet-point summary of your concerns:

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3. What action/ support has been taken to date (if any):

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4. Nature of support recommended (please highlight):

SEN Team	EAL Team	Counselling	Mentoring (pastoral)
School Nurse	Attendance	Career's	Behaviour support
SALT	In-house Programmes (BBC, DIVA, etc)		
Needs Wave 3	External Agency (CAMHS, EPS, BOAT, etc)		

Referrer's name:	
Date of referral:	

Appendices

Access Arrangements request form for Controlled Assessments

Please email request to Alison Dynan **AT LEAST 4 WEEKS IN ADVANCE** for any **HIGH Control Assessments** and **AT LEAST 2 WEEKS IN ADVANCE** for **LOW & MEDIUM** Control Assessments

Access Arrangements request form for Controlled Assessments

SUBJECT:		Completed by:			Date requested:	
Date/s	Period	Venue	Teacher code	Level of control	Students names and	Brief outline of assessment

Access Arrangements request form for in class assessments

Please email request to Alison Dynan AT LEAST 10 DAYS IN ADVANCE.

You must also include a lesson for the students to access their extra time if the test length is 1 hour or more where applicable.

Access Arrangements request form for in class assessments

Department:

Date requested:

Completed by:

Date of test	Period/s	Class code	Teacher	Length of test	Classroom	Students names and AA

Key for AA

S= scribe

P= prompt

R= reader

+= extra time

Rest= supervised rest breaks

Lap= laptop