

## **Preston Manor Lower School Parent Information: DRAFT LOCAL SCHOOL SEND Offer**

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. The Special Educational Needs Assessment Service (SENAS) will name a specific school for a child with a Statement for SEND, which is based on a thorough assessment of the child's needs. This will be done after consulting extensively with parents, teachers and lead professionals.

At Preston Manor Lower School, we believe that every child has the right to be challenged, to be successful, and to achieve to their full potential. Inclusion runs through the heart of our learning and teaching, to ensure that every child receives Quality First Teaching to achieve this 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).

All children are valued, and 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 support will always enhance and enrich Quality First Teaching.

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.

This DRAFT 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, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

*Please see below the Preston Manor Lower School DRAFT LOCAL SCHOOL SEND Offer.*

### **Invitation to participate in consultation: Have your Say...**

As parents, your views are extremely important to us. It is our intention to invite you to engage with a consultation process on our DRAFT LOCAL SCHOOL SEND Offer early in the Autumn Term, with a view to finalising the document in November.

<p>1. How can I let the school know I am concerned about my child's progress in school?</p>	
<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress, you should speak to your child's class teacher – in the first instance.</li> <li>• If you require additional support, you should contact the Key Stage Phase Leader. <b>Key Stage Phase Leaders are as follows...Foundation: Ms Raakhee Tailor, Key Stage 1 Phase Leader: Ms Dee McLoughlin, Key Stage 2 Phase Leader: Ms Helen Mitchell.</b></li> <li>• <b>Please feel free to contact the school's Special Educational Needs Coordinator (SENCO): Mrs Leslie Peach, at any time throughout this process.</b></li> </ul>	
<p>2. How will the school let me know if they have any concerns about my child's learning in school?</p>	
<p>If your child is identified as not making the expected progress, the SENCO will contact you...</p> <ul style="list-style-type: none"> <li>• to discuss this with you in more detail, and to listen to any concerns that you may have.</li> <li>• to plan any additional support that your child may be in need of.</li> <li>• to discuss any referrals which may need to be made to outside professionals to support your child's learning.</li> </ul>	
<p>3. How is extra support allocated to children and how do they move between the different levels?</p>	
<ul style="list-style-type: none"> <li>• The school budget, received from Brent LEA, includes money for supporting children with SEND.</li> <li>• The school allocates all funding received from the LEA for children with Statements and/or EHC plans, to provision for those children.</li> <li>• The SENCO and lead professionals at the school regularly discuss all of the information they have about SEND in the school, including... <ul style="list-style-type: none"> <li>○ the children getting support already.</li> <li>○ the children needing extra support.</li> <li>○ the children who have been identified as not making as much progress as would be expected.</li> </ul> </li> </ul> <p>They decide what resources/training and support is needed.</p>	
<p>4. Who are the other people providing services to children with SEND in this school?</p>	
<p><u>Directly funded by this school:</u></p> <ul style="list-style-type: none"> <li>• SENCO/CPO</li> <li>• Learning Mentor/Pastoral Support/Attendance Officer</li> <li>• Speech and Language Therapist and Teaching Assistant</li> <li>• Graduate Interns (x 2)</li> <li>• Learning Support Assistants</li> <li>• HLTA (Higher Learning Teaching Assistants)</li> </ul>	

<ul style="list-style-type: none"> <li>• Place 2 Be Counselling Support</li> <li>• Extended School Activities</li> <li>• Support for pupils with EAL (English as an additional Language) needs</li> <li>• Independent Educational Psychologist</li> </ul> <p><u>Paid for centrally by the Local Authority but delivered in school:</u></p> <ul style="list-style-type: none"> <li>• Brent Speech and Language Service</li> <li>• Brent Educational Psychology Service</li> <li>• Brent Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Brent Occupational Therapists</li> <li>• Brent Inclusion Support Team</li> <li>• Brent School Nurses</li> <li>• Brent Parent Partnership</li> <li>• The Southover Partnership</li> <li>• The Village School, Brent</li> <li>• Brent Autism Outreach Team (BOAT)</li> <li>• Brent Visually Impaired Service (BVIS)</li> <li>• Brent Hearing Impaired Service (BDHIS)</li> <li>• Social Services</li> <li>• Educational Psychologist</li> </ul> <p><u>Paid for by the Health Service (NHS Trust) but delivered in school:</u></p> <ul style="list-style-type: none"> <li>• School nurse</li> <li>• Physiotherapist</li> <li>• Occupational Therapist</li> </ul>	
<p><b>5. How are the teachers in school helped to work with children with SEND and what training do they have?</b></p>	
<ul style="list-style-type: none"> <li>• The SENCO is responsible for working with teachers to plan for and deliver Quality First Teaching to all children, including those with SEND.</li> <li>• Currently the school is planning to continue to deliver SEND training to staff through CPD, learning and teaching briefings at weekly planning meetings, and other planned activities.</li> <li>• All student teachers and NQTs will engage with a full induction programme to include training on teaching students with SEND.</li> <li>• The school also provides training on school INSET (training) days.</li> <li>• Additional training on specific SEND, such as ASD and SLCN, is provided by lead professionals as well as outside agencies at the LA level.</li> <li>• Individual teachers and support staff attend training courses run by agencies outside of school as needs are identified.</li> <li>• Teachers may also access the Inclusion Development Programme and other online resources, as appropriate/needed.</li> </ul>	
<p><b>6. How will the teaching be adapted for my child?</b></p>	
<ul style="list-style-type: none"> <li>• Teachers will plan lessons according to the specific needs of all of children in their class, and will ensure that your child's needs are met. They will consult with the SENCO or learning support assistants to do this, as/when appropriate. It will</li> </ul>	

<p>always be the class teacher's responsibility to plan the learning and deliver the Quality First Teaching for your child.</p> <ul style="list-style-type: none"> <li>• Specific resources and strategies may be used to support your child (including but not limited to - modified handwriting pens, Neowriters, coloured overlays, visual timetables, key words and writing frames) as appropriate.</li> <li>• Good practice will be disseminated to staff through weekly team meetings and whole-school INSET.</li> </ul>	
<p><b>7. How will we measure the progress of your child in school?</b></p>	
<ul style="list-style-type: none"> <li>• Your child's progress will be monitored on an on-going basis by her/his class teacher and the SENCO.</li> <li>• The school will produce progress data each term and will identify when a child is not making expected progress.</li> <li>• Children who have SEND support will have a support plan. This will be reviewed, with your involvement, every term. Here, the plan will also be made for the next term.</li> <li>• 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.</li> </ul>	
<p><b>8. What support do we have for you as a parent of a child with SEND?</b></p>	
<ul style="list-style-type: none"> <li>• Class teachers, Key Stage Phase Leaders, our Learning Mentor and the SENCO are always available to discuss your child's progress or any other concerns that you might have. Surgeries are regularly scheduled for this purpose, but appointments can also be made.</li> <li>• The school will make every reasonable effort to keep you informed of any issues that arise.</li> <li>• All information from outside professionals will be shared with you.</li> <li>• Support plans will be reviewed with you.</li> <li>• Statements of SEND/EHC Plans will be reviewed with you, yearly.</li> <li>• Regular emails and/or phone conversations may be used to support communication with you and your child.</li> <li>• There will be several opportunities during each school year when you will be invited to attend school to discuss your child's progress.</li> <li>• We will help you to support shared goals at home.</li> </ul>	
<p><b>9. What support is there for my child's overall wellbeing?</b></p>	
<ul style="list-style-type: none"> <li>• We are an inclusive school that welcomes and celebrates diversity, and believe that high self-esteem is crucial to the well-being of your child. We have a caring, understanding team looking after our children and providing Quality First Learning and Teaching to your child.</li> <li>• Your child's class teacher will always be your first point of contact. If further support is required, please see Section 1 above. Please also feel free to contact the school's Learning Mentor.</li> </ul>	
<p><b>10. How does the school manage the administration of medicines?</b></p>	
<ul style="list-style-type: none"> <li>• The school has a policy regarding the administration and managing of medicines.</li> </ul>	

<p>This is published on the Preston Manor Lower School website.</p> <ul style="list-style-type: none"> <li>• A medical register is kept to inform staff of any child’s medical needs, including action to be taken. Confidentiality is respected and only pertinent information is shared.</li> <li>• Trained first-aid support staff over-see the storage and administration of any medicines.</li> <li>• 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.</li> </ul>	
<p><b>11. How is Preston Manor Lower School accessible to children with SEND?</b></p>	
<ul style="list-style-type: none"> <li>• All children with SEND are assessed on entry to the school.</li> <li>• All floors of Preston Manor Lower School are accessible to those with a physical disability.</li> <li>• Teaching resources and equipment are accessible to all children, including those with SEND.</li> </ul>	
<p><b>12. How will we support your child when they are leaving this school or moving to another class?</b></p>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• If your child is moving to another school: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ When your child moves to another class, information about how to support your child is shared with the new teachers.</li> </ul> </li> <li>• In Reception/Year 6: <ul style="list-style-type: none"> <li>○ The SENCO will attend transition meetings to discuss the specific needs of your child.</li> <li>○ Your child will do focused learning about aspects of transition. This will support their understanding of the changes ahead.</li> <li>○ Where possible, your child will visit their new school. In some cases, staff from the new school will visit your child in this school.</li> <li>○ 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.</li> <li>○ If your child has an EHC Plan, an Annual Review will be planned as a transition meeting.</li> </ul> </li> </ul>	
<p><b>13. How will my child be able to contribute their views?</b></p>	
<ul style="list-style-type: none"> <li>• We value and celebrate each child being able to express their views on all aspects of their school life.</li> <li>• Children who have individual support plans discuss and set their targets with relevant staff.</li> <li>• There will be an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a</li> </ul>	

<p>worry.</p> <ul style="list-style-type: none"> <li>• There are bubble boxes in each classroom, where compliments and complaints are regularly checked and acted upon.</li> <li>• If your child has a Statement/EHC Plan, their views will be sought before any review meetings and they will be invited to attend as appropriate.</li> </ul>	
<p><b>14. What support is there for behaviour, avoiding exclusion and increasing attendance?</b></p>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• If a child has behavioural difficulties, a behaviour chart and/or pastoral support plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
<p><b>15. How will my child be included in activities outside the classroom including school trips?</b></p>	
<ul style="list-style-type: none"> <li>• All pupils are included in all parts of the curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.</li> <li>• 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.</li> <li>• We will engage with key sporting activities across Brent, aimed at increasing the participation of students with SEND.</li> <li>• In September we will aim to increase participation in extra-curricular activities for pupils with SEND.</li> </ul>	
<p><b>16. How are the school's resources allocated and matched to children's SEND needs?</b></p>	
<ul style="list-style-type: none"> <li>• We ensure that all pupils who have SEND have their needs met to the best of the school's ability, with the funds available.</li> <li>• Some staff and programmes are funded from the SEND budget.</li> <li>• The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support.</li> </ul>	
<p><b>17. What specialist services and expertise are available at or accessed by the school?</b></p>	
<ul style="list-style-type: none"> <li>• Our SENCO is an experienced teacher of students with a variety of SEND. She has over 20+ years experience working with pupils in both the United States and England (in both 'regular' and 'special' schools), and will finish statutory</li> </ul>	

<p>accreditation in July 2015.</p> <ul style="list-style-type: none"> <li>• Staff at Preston Manor Lower School possess considerable experience teaching children with a variety of SEND.</li> <li>• We work closely with any external agencies that we feel are relevant to individual children's needs within our school, including but not limited to: educational psychologists, specialist services for HI/VI/ASD, the Inclusion Support Team; health including – GPs, school nurses, clinical psychologists, speech &amp; language therapists, occupational therapists, paediatricians; Social Services including - locality teams and social workers.</li> </ul>	
<p><b>18. What if I need to complain?</b></p>	
<p>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:</p> <ul style="list-style-type: none"> <li>• The school complaints procedure</li> <li>• The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider)</li> <li>• Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)</li> <li>• 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</li> <li>• A complaint to the LA Ombudsman (for complaints against LAS - if not resolved through the LA complaints procedure)</li> <li>• Complaint to the Secretary of State (against schools or LAS).</li> </ul>	