

Wembley Primary School's SEN Information Report



Wembley Primary School is an inclusive school which works in partnership with the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. We aim to be as inclusive as possible, with the needs of pupils with special educational needs being met in a mainstream setting wherever possible, where families want this to happen.

At Wembley Primary School, we promote a love of learning in all children. We strive to help all our children achieve their best, become confident individuals, living fulfilling lives and make a successful transition into secondary school.

A guide to how Wembley Primary School addresses the needs of children with special educational needs (SEN) and disabilities.

This document is intended to give you information regarding the ways in which we ensure that we support our pupils, 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. The school follows the recommendations set out in the SEND Code of Practice, dated January 2015.

All teachers are teachers of Special Educational Needs and many pupils' circumstances may make them vulnerable to underachieving at some point in their schooling. We recognise that it is a teacher's responsibility to meet the needs of all our children in their class through Quality First teaching that includes differentiation, teaching styles, materials and resources, classroom organisation and through partnership with specialist staff from the Special Needs team. This lies at the heart of good inclusive practice.

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

If you have any concerns about your child's progress, you should speak to your child's teacher initially.

If you feel that your child is still not making progress you should speak to Ms Griffith (Special Educational Needs Co-ordinator, SENCO) in charge of SEND.

To make an appointment Ms Griffith can be contacted by phone on 0208 901 9889 or email: senco@wembleyprimary.brent.sch.uk

If you are still not happy, you can speak to the Head teacher or school SEND Governor, Rev. Helen Askwith.

How are children identified as having special educational needs?

Children are identified as having special educational needs when their progress in school has slowed or stopped and the interventions and resources put in place have not led to an improvement. In some cases paediatric assessments reveal that a child has special needs and the consultant paediatrician will then inform the parents and the school.

What happens if the school believes my child has special needs?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. The school will listen to any concerns that you may have and plan any additional support that your child may receive. We will discuss with you any referrals to outside professionals to support your child's learning.

Children requiring additional support and interventions are identified on the year group provision map. If outside agencies have assessed your child and provided advice your child will have be identified on the SEN provision map and will have either an Individual Learning Plan (ILP), treatment or intervention plan. These contain targets that will help to support your child's development and progress.

How is extra support allocated to children?

The school budget, received from Brent L.A., includes money for supporting children with SEND. The Head teacher decides upon the budget allocation for special educational needs and disabilities in consultation with governors, on the basis of the needs in the school. The Head teacher, SENCO and Senior Leadership Team discuss all the information they have about SEND, including

the children receiving extra support already and those needing additional support. They decide and review regularly what resources, training and support is needed.

Who provides extra support for pupils with SEN and ensures that specialist equipment is in place?

The Special Needs team is led by Assistant Head Teacher, Sharon Griffith. She is an experienced Special Educational Needs Co-ordinator (SENCO). Please call on 0208 901 9889 to make an appointment or by email:

senco@wembleyprimary.brent.sch.uk

If it is necessary to refer your child to an outside agency for advice and support the teacher or SENCO will contact you and ask you to come to a meeting. At this meeting you will be asked if you have any concerns about your child. A discussion will take place and you will be asked to sign a referral form, giving permission for your child to be assessed by the appropriate agency. In some cases, a letter will be written by the class teacher with support from the SENCO, for you to take to your child's doctor so that he/she can make the necessary referral.

The SENCO works closely with Outside Agencies to ensure that specialist equipment is in place. She will also ensure that a Personal Emergency Evacuation Plan (PEEP) is written for a child with a disability is required. This is to ensure the child's safety.

The SENCO leads the team of trained SEN Teaching Assistants and works with class teachers to provide support for pupils with SEN. This team includes TAs with specific training in areas such as occupational therapy, social skills and support for Autistic Spectrum Disorder. A few children will need extra help for some or all of their time in school.

This may be support through 1:1, small group or catch up programmes and may include support:

- in particular subjects
- to access the curriculum
- to understand work or express themselves
- to enable pupils to move around the school safely, attend trips and after school clubs
- at break/lunchtime– e.g. to make friends, eat and drink with their peers
- through the adaption of equipment

The school receives additional funding for 'looked after' children in the form of Pupil Premium. This money is used to provide the children with additional

support in school. This provision is co-ordinated by Ms Taylor Kent (Head Teacher) who also takes responsibility for Child Protection.

How are staff trained to meet the needs of children with SEND?

- Ms Griffith, an experienced SENCO works at Wembley Primary School. She holds the National Award for Special Educational Needs Co-ordination
- The SENCO attends SENCO forums on a termly basis to keep up to date with local and national developments, including the new Ofsted framework and changes in requirements. These forums also ensure that obligations and provision for SEND are met and are appropriate for the needs of pupils.
- The SENCO also attends local SEND cluster groups to share good practice with other local SENCOs.
- The SENCO also attends borough training sessions in the form of SEN Conferences to receive additional training and guidance.
- We invest in whole school and targeted training for staff in relation to special educational needs and disabilities. These sessions are delivered by the SENCO or Outside Agencies, on request.
- We have three members of staff who have completed specialist training in delivering speech and language programmes from the Speech and Language Service.
- This year we have focused training on supporting the social, emotional and mental health needs of pupils. Two members of staff have recently had training to support pupils using 'Talking and Drawing'. This is a child-centred early intervention programme.
- As part of the school's CPD programme the TAs have attended whole school training where appropriate but also have a CPD programme matched to their needs. This academic year this has included training in Speech and Language, Autism, delivering phonics, reading, spelling and maths interventions.

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

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g.

from Brent Outreach Autism Team (BOAT).

The SENCO supports the class teacher in planning for children with SEND.

How do you adapt the curriculum and learning environment for my child with SEN?

We follow the requirements of the National Curriculum (2014) to provide a broad and balanced curriculum to all the children.

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

We adapt the curriculum and learning environment for pupils with SEN:

- Use a range of teaching and learning styles and strategies
- **Planning to differentiate the knowledge and skills taught in lessons to the specific needs of the children in the class.**
- Differentiated learning materials and resources such as pencil grips
- Access to ICT and Technology such as laptops
- Provide additional in class support
- Provide additional out of class support
- Provide enrichment and enjoyment opportunities to stimulate and motivate learning
- Use flexible groupings – including small group work and intervention
- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Give every child the entitlement to a sense of achievement.
- Use appropriate rewards and sanctions
- Regularly review provision in order to achieve best practice.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

It may be appropriate to adopt different strategies or resources and adapt outcomes to meet the child's learning needs.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

For children with medical conditions, medicines that are given by the GP are stored in the Welfare room and administered in line with the child's health care plan and the schools' guidelines.

Health Care Plans are drawn up to ensure that medical conditions are considered and appropriate accommodation made across the curriculum.

What is an Education, Health and Care Plan?

Where a child with SEN continues to make little progress, despite the support provided by the school's SEN provisions, external support and advice will be sought. If there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to the school, the SENCO will ask the Local Authority to undertake a statutory assessment of the child's Special Educational Needs. Parents can also request statutory assessment to be undertaken for their child. Following processes set out in the SEN Code of Practice this can lead to the child receiving an Education, Health and Care Plan.

If your child has an EHC (Education, Health and Care Plan) there will be a formal meeting called an annual review, where your child's progress is reported. Outside agencies are invited and may attend, or prepare a report, commenting on your child's special educational needs. Parents and pupils are encouraged to give their views during these meetings.

How well do children with SEN achieve?

Children at the Wembley Schools with SEN make good progress:

Ofsted March 2016 (Wembley Primary)-'The school has been highly successful in its work with pupils....who have special educational needs or disability. These pupils make good progress across the curriculum in comparison to their peers nationally and in school especially across Key Stage 2.'

Data from the Fisher Family Trust (FFT) for the overall progress at the end of KS2 2018 showed- pupils at SEN support were one of the three higher performing groups within the school. SEN support pupils were shown to be a higher performing group specifically in reading and maths.

What other documents can I read which explains how Wembley Primary School meets the needs of children with SEN and disabilities?

The following documents are available on the school's website: The Special Educational Needs and Disability Policy, our Accessibility Plan, Child Protection Policy and Behaviour Policy, which are regularly reviewed. If you would like further information about what is offered at Wembley Primary School then please do not hesitate to contact Miss Griffith by requesting an appointment by contacting the SENCO directly on 0208 901 9889.

Who are the best people in school to talk to if I have any concerns about my child's special educational needs?

Your child's class teacher is your first point of contact. The class teachers are responsible for planning the curriculum, differentiation and assessing your child's progress, along with his/her personal social development and health education (PSHE). Your class teacher is the lead professional with your child for the majority of their time at school and therefore knows your child well. They are available to you at the start and end of each day.

Ms Griffith, The Assistant Head in charge of Special Educational Needs (SENCO) is responsible for co-ordinating all of the SEN support and interventions in the school and keeping parents informed. The SENCO is very approachable and works closely with parents to ensure that their opinions are obtained and that they are fully involved in any decision made regarding how best to meet their child's special educational need or disability. The SENCO also holds reviews and liaises with all of the agencies involved with your child.

The Head teacher, Ms Taylor-Kent, is responsible for the day-to-day aspects of the school and all the arrangements for children with SEN. The Head teacher has to report to the Governing Body on all aspects of SEN in the school.

The SEN Governor, Rev. Helen Askwith, is responsible for making sure that the necessary support is made for every child who attends the school with SEN. He meets termly with the SENCO.

Which Outside Agencies support the school in meeting the needs of special needs children?

Outside agencies are contacted by the SENCO, in the form of a referral, when the need arises for professional guidance, assessment and support. All of these referrals must be signed by parents before support can be accessed.

The following services are regularly used to support children and to train and advise staff:

- Brent Outreach Autism Team (BOAT)

- Educational Psychology services.(EPS)
- Inclusion Team
- Complex Needs Consultant
- Specific Learning Difficulties Consultant
- Brent Deaf and Hearing Impaired Service.(BDHIS)
- Brent Visual Impairment Services.(BVIS)
- Speech and Language Therapy (SALT) for those children with a statement of SEN or an EHC plan (provided by Health but paid for by the Local Authority).
- Brent SENDIASS (SEN Information Advice and Support Services) formerly known as Brent Parent Partnership
- Child and Adolescent Mental Health Services
- Physiotherapist
- Occupational Therapy (OT)
- School nurse.
- Speech and language at School Support level

Who can offer me support as a parent of a child with special educational needs and disabilities?

The class teacher is regularly available to discuss your child's progress or any concerns that you may have and to share information about what is working well at home and at school so similar strategies may be used.

The SENCO is very supportive of parents who have children with special educational needs and disabilities and is available to meet with you to discuss your child's progress or your worries or concerns.

Coffee mornings to support parents have been very successful. These are half-termly meetings where parents can talk in an informal setting and discuss concerns. Sessions may include training from outside agencies or speakers. Brent Carers have supported parents in understanding services and financial support that they can access for their children and families; parents of former pupils have supported Year 6 parents in making secondary school choices and Brent SENDIASS (SEN Information Advice and Support Services) have led recent coffee mornings.

All information from outside professionals will be discussed with you and with the person involved directly or in a written report.

If we feel you need additional support the SENCO will encourage you to contact Brent SENDIASS (SEN Information Advice and Support Services) formerly known as Brent Parent Partnership.

How is teaching monitored by the school to ensure that children with special educational needs and disabilities are taught effectively?

The school makes every effort to provide pupils with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observations of teachers and TAs which are carried out by the Senior Leadership Team
- The Senior Leadership Team regularly look at the children's books within their Phases to ensure that work is planned to match the needs of all pupils.
- Pupils and parents are given the opportunity to feedback on the effectiveness of interventions provided during Parent Meetings with the class teachers and during Annual Reviews with the SENCO.

Ms Taylor Kent (Head Teacher) monitors the attendance of all pupils and will meet parents if there is a concern about their child's attendance. Poor attendance can have a negative effect on a child's progress.

The behaviour of all the children causing a concern is discussed at regular meetings with the Senior Leadership Team and is monitored by the Assistant Heads. Pupils with a disability will be provided with reasonable adjustments, such as auxiliary aids and Outside Agency support, to help them to access the curriculum and keep safe in school. Examples of these auxiliary aids currently in place include specialised furniture and seating.

What arrangements are in place to assess and review my child's progress toward meeting their outcomes?

- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership Team.
- Additional action to increase the rate of progress will be identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child. If required, additional strategies to further support the success of the pupil, will be given to the teacher.
- Where it is decided during this early discussion that special educational provision is required to support the child's rate of progress, parents will be informed that the school considers their child may require SEND support and their partnership is sought in order to improve attainment.
- The SENCO and Assistant Head Teachers review the progress made by pupils with SEND and members of the SEN team may carry out standardised assessments to track progress, when necessary.

How will I know how well my child is doing at school?

- Parents are welcome to make an appointment to meet with the class teacher or the SENCO at a mutually convenient time.
- Partnership between parents and teachers is important to us. We will communicate regularly.
- Parents are informed of the progress of their children through twice yearly Parent's Evening and annual reports.
- Additional meetings with the SENCO can also be arranged to discuss your child's special needs by requesting by phone **or** by email.

What happens if my child with SEND makes very little progress at school?

- Where a child with SEND continues to make little progress, despite the support provided by the school's SEND provisions, parents will be consulted by the SENCO and external support and advice will be sought. Parents must sign the referral forms before referrals to Outside Agencies can be made.
- If following assessment and reviews there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to the school, the SENCO will ask the Local Authority to undertake a statutory assessment of the child's Special Educational Needs and Disabilities.
- Following processes set out in the SEND Code of Practice this may lead to the child receiving an Education, Health and Care Plan.

How will my child be given the opportunity to express their views?

- We feel it is very important for each child to be able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.
- Pupils are invited to attend Parent consultations
- Children who have individual support plans discuss and set their targets with their class teacher. There is 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 worry.

- If your child has an EHC Plan their views will be sought before any review meetings and a 'Pupil's views' form will be filled in. Your child will also be invited to attend the latter part of the Annual Review.
- Pupil Voice is also encouraged through 1:1 support and mentoring programmes. We continually seek the viewpoints of children formally and informally. Issues brought up by pupils are always acted on.

How does the school support transition for children with SEND?

Setting to Setting

- Early Years Foundation Stage (EYFS). Where children are transferring to our EYFS, all parents are strongly encouraged to visit the school before their child begins school. In these visits, the SENCO and EYFS Assistant Head Teacher (AHT) will meet the parents and the child in order to discuss how best the child's needs can be met. Where possible the SENCO and EYFS AHT will visit the previous Nursery in order to ensure that they have a clear understanding of the child's needs. At these meetings, they will meet the parents, the Early Years Inclusion Team, Nursery staff as well as observing the child and discussing the plan for the new child. The EYFS team also carry out home visits for children starting in Nursery and initial meetings for all parents where pupils are starting Reception. Additional visits to the school may be organised so that the child can transition more easily into the school. A staggered start may also be organised if the parents and school feel this would support the child's transition.
- All new pupils with SEND are encouraged to visit the school before they start and meet the SENCO and the Assistant Head for their phase so that their needs can be met effectively. The SENCO may also arrange a meeting with outside agencies or previous settings to discuss the child's needs and how they can be best met. Additional visits to the school may be organised prior to the child starting at the school so that the child can transition more easily.
- Where children are transferring to secondary school the SENCO meets members of the SEND department from their new setting. All the children's SEND records are then handed over to the children's new schools. Where necessary additional preliminary visits are arranged.
- If children move to a new location, the SENCO liaises with the SENCO of their new school and all SEND records are posted once the children have registered with the new school.

Year to Year

- Handover meetings are held in July for teachers to share information about the children in their class with the next teacher.
- Special arrangements are made for those children with autism, as they can find change difficult. These identified children have the opportunity to visit their new class on several occasions in July and are given a transition booklet containing photographs of their new classroom, toilets, playground and teacher to look at with their parents over the summer break.

How does the school look after children with medical needs?

- The Welfare Assistant Ms Stavroula Louca keeps the school's Medical Register updated.
- Prescribed medicines and inhalers are stored securely in the welfare rooms and a record of use is kept. Medication accompanies the children on school trips. Those children with more serious medical needs have Personal Care Plans and key members of staff receive training to ensure that the children can be cared for in school and on outings.
- Photographs of children with complex medical needs are kept in the SEN room and welfare room. Teachers are informed the medical needs within their class.

How does the school evaluate the effectiveness of SEND Provision in school?

The school evaluates the effectiveness of provision for pupils with SEND in the following ways:

- Termly meetings are held to discuss all pupils' progress towards their learning outcomes. The progress data for SEND pupils is analysed to ensure that they make at least expected progress.
- The impact of interventions are evaluated through the provision maps and progress towards meeting outcomes is recorded through data and review comments.



What different types of SEN are identified and how will my child be supported?

- Autistic Spectrum Disorders

Whole school ethos and practice for all children	Support for pupils with additional needs
	<ul style="list-style-type: none"> SENCO guidance Small group targeted interventions. ICT used to reduce barriers. Alternative communication systems – Makaton, PECS Visual timetable, work stations, noise is minimised. Parents involved in their learning plan. Advice and interventions from Brent Outreach Autism Service (BOAT).

- Speech, Language and Communication

Whole school ethos and practice for all children	Support for pupils with additional needs
Regular training for Staff in relevant strategies to support communication, speaking and listening.	<ul style="list-style-type: none"> Speech and Language therapy programmes delivered by Specialist Teaching Assistants. Speech and Language Therapist (SALT) Therapist intervention and Assessment Alternative communication systems- Makaton, PECS where necessary

- Moderate Learning Difficulties

Whole school ethos and practice for all children	Support for pupils with additional needs
<ul style="list-style-type: none"> Differentiation. Teaching resources are accessible and appropriate. Multi-sensory approach to learning. Interactive environment and reasonable adjustments. 	<ul style="list-style-type: none"> Curriculum is adapted to meet the needs of pupils. Targeted intervention programmes. Behaviour management plan. Social skills group. Independent learning plan. Specific goals- short steps. Active engagement

- Social, Mental and Emotional Health Needs

Whole school ethos and practice for all children	Support for pupils with additional needs
<p>As a school, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff and pupils.</p> <ul style="list-style-type: none"> ○ Identification and assessment in school. ○ Additional advice and support from Outside Agencies. ○ Adaptations to the curriculum. Support to build relationships and engage with other children. Circle time/PSHE curriculum. Positive behaviour and anti- bullying policy. 	<ul style="list-style-type: none"> ○ Advice is sought when required from the Brent Inclusion’s officers and the Brent Inclusion Team. ○ Interventions are implemented, reviewed and revised. ○ Parents can speak to their GP about making a referral to CAMHS. ○ Targeted interventions to promote social ○ Skills and to promote emotional resilience. Adaptations to the physical environment e.g.: time out tables/areas. ○ Monitoring during unstructured times e.g. breaks/ lunchtime.

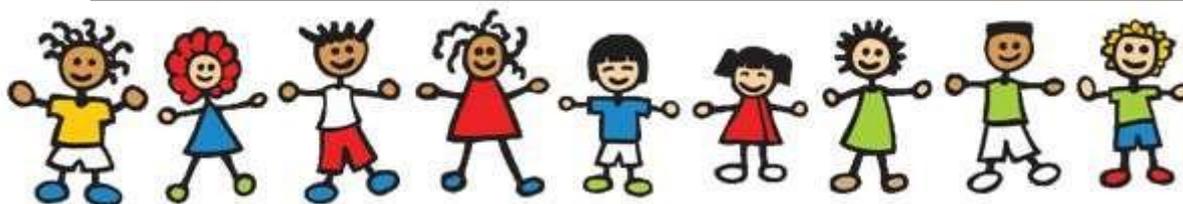
- Sensory and Physical Needs- Hearing/ Visual Impairment, Multi Sensory- Physical and Medical Needs

Whole school ethos and practice for all children	Support for pupils with additional needs
<ul style="list-style-type: none"> ○ Referrals to Brent hearing impaired service or visual impaired service and provision of specialised equipment. ○ Curriculum is adapted by class teachers as required. ○ Referrals to OT and Physiotherapy Services and provision of specialist equipment 	<ul style="list-style-type: none"> ○ Targeted interventions and specialist individual therapy programmes e.g. phonics, enlarged texts, physiotherapy. ○ Teaching assistants with relevant expertise. Adaptations to physical environment- enhanced contrast and minimal noise. ○ Compliance with acoustic regulations. ○ Disabled toilet facilities. ○ Lift and evac chairs. ○ Specialist furniture and equipment ○ Staff consistently use adapted resources and TAs work closely with teachers to support access to the curriculum. ○ Assistive technology e.g. specialised seating and ICT software.

In addition, all children will have the following provision:

Assessment on entry.	The Equality Act 2010 requires schools to ensure that SEND children are not disadvantaged.
Emotional and social needs addressed.	Anti bullying, peer support role models.

Progress tracked and reviewed.	Plans, assessed, reviewed, adjusted, tracked.
Transition arrangements.	Access to transition programmes and visits.
Staff who are trained.	Expertise is developed, time for meeting with professionals.
Provision that is assessed and evaluated.	Whole school policies are evaluated and monitored.
Progress that is shared with parent/carers	Parents are informed and actively encouraged to support shared goals at home.
Attendance and punctuality are monitored for every child by the Attendance officer – Mrs Sunbal Sherwani.	The school purchases support from a local authority Education Welfare Officer who provides advice and meets families as required.



What do I do if I am unhappy with the school's response to meeting my child's special educational needs?

- If you wish to discuss your child's special educational needs, or are unhappy about any issues regarding the school's response to meeting these needs please contact the following members of staff:
- Your child's class teacher at the end of the school day.
- An appointment can be made via phone or email to meet Ms Griffith, the school SENCO.
- An appointment can be made via the school front office to meet Ms Taylor Kent (Head Teacher) if your concern has not been resolved.

What do I do if I need to make a complaint?

For complaints relating directly to unresolved SEND issues please write to Rev. Helen Askwith, who is the Governor responsible for overseeing SEND provision. This letter can be handed in at the school front office and will be passed onto him. In addition to this:

- 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:
- You can follow the school or Local Authority complaints procedure
- Make an appeal to The SEN and Disability Tribunal (LA decision)

- Make a claim against the responsible body (Chair of Governors or LA) for SEN and disability
- Complain to the SEN and Disability Tribunal for discrimination
- Complain to the LA Ombudsman (Schools and Local Authorities)

The full complaints procedure policy is available on the school's website under policies.

Review date: October 2020