

John Keble CE Primary SEND Information Report

September 2022

All Brent maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities (SEND) and are supported by the local authority to ensure that all students, regardless of their specific needs, make the best possible progress at school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. The local authority has described their local offer for children with SEND in Brent schools at <http://www.brent.gov.uk/localoffer>

John Keble CE Primary is a fully inclusive school which ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

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

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

Other useful documents such as our Additional Needs (Inclusion) Policy, and Accessibility Plan are available. You may also wish to look at the SEND Code of Practice 2015 (January) which is available online from the Department for Education. If you would like further information about what we offer, then please do not hesitate to contact us directly.

These are some frequently asked questions about provision for children with SEND:

<i>What support is there for my child's overall wellbeing?</i>
<ul style="list-style-type: none"> • We are an inclusive school and we welcome and celebrate diversity. We believe that nurturing high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children and we use a Restorative Approach. • The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class and would therefore be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.
<i>How does the school measure the progress of all children?</i>
<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every half-term by the Senior Leadership team. • At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and results are published nationally. • Children with SEND have an individual support plan (ISP) or behavioural support plan (BSP) with individual targets which are reviewed on a termly basis.
<i>How will the school let me know if they have any concerns about my child's learning in school?</i>
<p>If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • listen to any concerns you may have • plan any additional support your child may receive • discuss with you any referrals to outside professionals to support your child's learning. <p>We welcome parent input into the SEND information report and are building a SEND parent group which would contribute to this. Partnership, and close liaison and collaboration with parents is important to us.</p>
<i>How can I let the school know I am concerned about my child's progress in school?</i>
<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the SENDCo / Assistant Head, Zohra El-Habti, who can be contacted via the school office or on zelhabti@jkeble.brent.sch.uk The school SEND Governor is Kevin Snow • Looked After Children with SEND will be supported by the SENDCo and designated safeguarding lead, Zohra El-Habti.
<i>How does the school identify and measure the progress of children with SEND? How do children move between levels of support?</i>
<ul style="list-style-type: none"> • Where concern is expressed by a parent or teacher that a pupil may have a special educational need, for example if they are making less than expected progress given their age and individual circumstances, the class teacher takes early action to assess and address the difficulties. • In most cases, an initial concern is logged with the SENDCo, evidence gathered and progress reviewed after 12 weeks. Assessing the child's needs involves drawing on teacher assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. • If a child is deemed to need provision which is additional to or different from high quality teaching, a discussion will take place between the child (where appropriate), the parents, the SENDCo and the class-teacher before the child may be added to the school's SEN register.

- Targeted support is provided for the child in a cycle of assess, plan, do, review and is recorded on the Individual Support Plan. This is regularly reviewed with the involvement of parents/carers and a plan for the next term is made.
- If a child is later assessed as no longer needing additional/different support, in discussion with parents, they may be removed from the school's SEN register.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care needs assessment. In addition to Individual Support Plan reviews, the progress of children with an EHCP is formally reviewed at an annual review involving all adults involved with the child's education.

What types of Special Educational Need are provided for?

As a school we provide for children with all 4 types of SEND:

- Communication and Interaction - includes children with speech and language delay, impairments or disorders
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We currently support and provide for children who have needs including Cerebral Palsy, visual impairment, William's Syndrome; Autistic Spectrum Conditions (ASC); specific learning difficulties such as ADHD and dyslexia; moderate and global learning difficulties; language difficulties as well as mental health difficulties.

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

- We ensure that all children who have special educational needs have their needs met to the best of the school's ability within the funds available.
- The school budget, received from Brent LA, includes money for supporting children with SEND.
- The head teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children receiving additional support already
 - the children in need of additional support
 - the children who have been identified as not making as much progress as would be expected
 - what resources/training and support are needed
- The head teacher, in consultation with the governors, then decides on the budget allocation for SEND on the basis of needs in the school. The budget is allocated on a needs basis. The children who have the most high-level and complex needs are given the most support.

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

Directly funded by the school:

- Mentors
- Therapists
- Highly trained teaching assistants
- Additional educational psychology input to provide a higher level of service to the school
- Additional speech and language support as necessary

If child/young person continues to struggle to make progress despite the delivery of high quality interventions by the school, the school will seek advice from external agencies regarding strategies to best meet the specific

needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Speech and Language Therapy (SALT)
- Early Years Inclusion Support Team (EYIST)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Wellbeing & Emotional Support Team (WEST)
- Complex Needs Consultant (Physical/medical disabilities)
- Brent Inclusion and Alternative Education Service
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Brent Social Care

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School SEN Support level
- Child & Adolescent Mental Health Service

As a school, we work closely with any external agencies in Education, Health and Social Care that are relevant to individual children's needs. These may include: Education - educational psychologists, clinical psychologists, specialist services for HI/VI/ASC; Health - GPs, school nurses, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services - locality teams and social workers.

For a very small percentage of pupils whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) plan being provided.

How will the teaching be adapted for my child with SEND?

- Class teachers plan and adapt lessons daily according to the specific needs of all children in their class, and will ensure that your child's needs are met. High quality teaching is of primary importance, is a non-negotiable and is monitored on a weekly basis by the Senior Leadership Team.
- Specific resources and strategies will be used to support your child individually, within the classroom and/or in groups, and a range of adaptations are made to the learning environment and/or the curriculum. These may include daily speech and language therapy sessions, the use of additional visual or physical aids in the classroom, evidence based interventions, personalised reward systems or therapeutic input.

What support is there for emotional and social development, behaviour, avoiding exclusion and increasing attendance?

- As a school, we understand that all behaviour is a form of communication, and hold a positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties, targets and strategies are drawn up with the child and parent and recorded on a Behaviour Support Plan.
- We use a Restorative Approach to help children reflect on their behaviour with an adult or to manage peer relationships for example in instances of bullying. This approach is adapted for children with SEND by using individual strategies such as visual prompts.
- If a child has an emotional, social or mental health need, we have a range of support available within school, including a senior learning mentor, social skills groups, nurture provision, multi-family therapy groups and therapy. These members of staff work closely with the SENDCo and with parents to provide a targeted and personalised support system for the child. Where necessary, we also work closely with the Brent Inclusion and Alternative Education Service to ensure pupils receive appropriate support from outside of school provision, for example additional mentoring, support for families or a pastoral support plan.
- Attendance of every child is monitored on a daily basis by the attendance officer. Good attendance is actively encouraged and rewarded throughout the school. We have had many successes where families were struggling with lateness but are now able to ensure their children arrive to school on time.

How is John Keble CE Primary School accessible to children with SEND?

- All children will have an assessment on entry to the school.
- The ground floor of the building is accessible to children with physical disabilities.
- We ensure that all lessons, teaching resources and equipment used are made accessible to all children regardless of their needs.
- The school has an accessibility plan in place, available on the school's website.

How will my child be included in activities outside the classroom?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips, in clubs and so on. We will provide the necessary support and make reasonable adjustments (for example to staffing, equipment etc.) to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure health & 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.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and actively take steps to ensure that any transition is as smooth as possible.

- When joining the school:
 - Families are invited to meet the head teacher with their child for an induction meeting.
 - If the child has previously identified SEND, the SENDCo will also attend this meeting.
 - We will contact your child's previous setting to discuss the specific needs of your child.
 - For children joining Nursery or Reception, a home visit will also take place.
 - We work with parents and other settings to ensure personalised transition plans are in place for all children joining us with SEND, which may include additional visits prior to their start date.
 - We will carry out a baseline assessment of your child in the first few weeks and discuss this with you.
- When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Individual Support Plans will be shared with the new teacher.
- If your child is moving to another school:
 - We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on before the transition takes place.
- In Year 6:
 - The SENDCo will liaise with the SENDCo and/or transition coordinator of your child's secondary school to discuss the specific needs of your child.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child here at John Keble.
 - Your child will take part in a range of focused learning activities towards the end of Year 6 about aspects of transition to support their understanding of the changes ahead.
 - We write social stories with children if transition is potentially going to be difficult.
 - We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

What training have the staff supporting children with SEND had or are currently having?

- The job of the SENDCo is to support the class teacher in planning for children with SEND. Our SENDCo has completed the NASENCO qualification at the Institute of Education, University College London.
- Our SENDCo has extensive experience in supporting children with a wide range of needs in a variety of settings; including mainstream, special schools and private settings.
- An annual programme of CPD is in place for all staff, including teachers and teaching assistants, to improve the teaching and learning of all children, including those with SEND. This is planned based on the current needs and priorities of the school and of the children in our cohort. It includes whole-school training on SEND issues such as ASC (delivered by BOAT), Dyslexia (delivered by the Brent SEND consultant for Specific Learning Difficulties), mental health or speech and language difficulties (for example Communication Keys and Colourful Semantics).
- 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 BOAT. There are also online training materials such as the Inclusion Development Programme which staff may access.
- Most of our TAs have had training in delivering reading and spelling/ phonics programmes, speech and language and precision teaching.
- When specific and or specialist training is required to meet the needs of a particular child the school will seek expertise and additional training will be secured as necessary.

How does the school measure how well it supports children with SEND? What progress did children make last year 2017-18?

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, the SENDCo, specialist teachers
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,

5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught learning.
 - All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition.
 - Pupils' attainments are tracked using the whole school tracking systems and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half-termly standards meetings that are undertaken between the class/subject teacher, the Head Teacher, the Phase Leader and the SENDCo.
 - Additional action to increase the rate of progress will be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - Where it is decided during this early discussion that special educational provision is required to support rate of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainment.
 - Action relating to SEND support will follow the assess, plan, do and review cycle and progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
 - The SENDCo, along with the Senior Leadership Team, regularly tracks and reviews the progress of all pupils with SEND, through both summative and formative assessment.
 - The performance of pupils with SEN in National Tests is closely analysed and areas of development identified.
 - The class teacher and SENDCo use entry and exit assessments to monitor the impact of interventions on children's progress.

How will my child be able to contribute their views? What about bullying?

- We are a Christian school where we value and celebrate the uniqueness of each child and encourage them to express their views on many aspects of school life. This is often carried out through the School Council which has an open forum for any issues or viewpoints to be raised. We value the importance of pupil voice, and 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 or concern.
- Children who have Individual Support Plans discuss and set their targets alongside their class teacher and parents. If your child has an EHCP, their views will be sought before any review meetings and they will be invited to attend and contribute.
- We hold regular pupil forums for children with SEND, often attended by our link governor, to gather their views about learning and other aspects of school life.
- Bullying is taken very seriously at our inclusive school. You can see our policy on the school's website. We are aware that children with SEND can be vulnerable/a target for bullying and may not have the ability to communicate their concerns and ensure that these pupils maintain good lines of communication with trusted adults.

What support is available for you as a parent of child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Individual Support Plans will be reviewed with you regularly and will often include goals which you can support with at home.
- The SENDCo is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.
- Home learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Brent SENDIAS aim to empower parents and families of children with SEND. They offer impartial and confidential advice and can be contacted at sendias@brent.gov.uk or 020 8937 343

What If I need to complain?

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or LA's complaints procedure.
- The disagreement resolution service (for disagreements between parents and the LA or parents and the educational provider).
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint).
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
- We will use mediation services where relevant.
- Complaint to the Secretary of State (against schools or LAs).
- The school's complaints policy is available on the website.

John Keble SEND Information Report last reviewed 1st September 2022

Next review date: September 2023

Provision for communication and interaction needs 2022-23

Speech & Language Therapy,
Additional EP time, 1:1
support, joint working with
NHS SALT team

**Specialist support for
individual children with the
highest level of need**

Speech & Language groups,
Therapeutic Intervention,
Social Skills groups,
Attention Autism groups

**Programmes for targeted
groups of children**

High-quality teaching including: Target setting and tracking, Differentiated tasks/success criteria/learning questions

Access to additional resources to support with learning for example apparatus, visuals, makaton, adult support

Pre-teaching, guided group work, Use of ICT to support learning for example alternative methods of recording ideas, ipads for independent research/support etc

Seating plans/groupings/sets to maximise progress

Scaffolding such as writing frames

Visual timetables

Use of bilingual dictionaries, visuals, word banks, language structures

**Strategies for all children,
SEND and non-SEND**

Provision for social, emotional and mental health needs 2022-23

Mentoring, Therapy,
Additional EP time, CAF,
Brent Inclusion Team, PSPs,
1:1 support, joint working
with CAMHs

Therapeutic Intervention, Social
skills groups, Learning Mentor 1:1
sessions, behaviour plans, Nurture
provision, Additional support at
playtimes

High-quality teaching including: Target setting and tracking, Access to additional resources to support with learning for example apparatus, visuals, adult support

Pre-teaching, guided group work, challenge groups

Use of ICT to support learning for example alternative methods of recording ideas, ipads for independent research/support etc

Whole-school behaviour system and, where needed, personalised reward charts/behaviour charts

Seating plans/groupings/sets to maximise progress

Visual timetables

Provision for cognition and learning needs 2022-23

Additional EP time, direct input from Brent specific learning difficulties' consultant
1:1 support

Reading, Writing, Phonics, Spelling and Maths Groups, Precision Teaching, Fine motor skills groups, Funky Fingers

Quality first teaching including: Target setting and tracking, Differentiated tasks/success criteria/learning questions

Access to additional resources to support with learning for example apparatus, visuals, adult support

Pre-teaching, guided group work, challenge groups

Access to resources to personalise learning such as pencil grips, writing slopes, coloured overlays, sandtimers

Use of ICT to support learning for example alternative methods of recording ideas, ipads for independent research/support etc

Seating plans/groupings/sets to maximise progress

Scaffolding such as writing frames

Visual timetables