John Keble CE Primary SEND Information Report
September 2026

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 an 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, provision 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 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:

What support is there for my child's overall wellbeing?

- 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.

How does the school measure the progress of all children?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term by the Senior Leadership team.
- At the end of key stage two (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.

How will the school let me know if they have any concerns about my child's learning in school?

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:

- 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.

We welcome parent input into the SEND information report. Partnership, and close liaison and collaboration with parents is important to us.

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

- 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 Jennie Thomas.

Please note: Zohra's SENDCo post is currently being overseen by Sarah Maltese. Sarah works on Wednesday's in school. To contact Sarah, please use the following email address: admin@jkeble.brent.sch.uk

- Looked After Children with SEND will ordinarily be supported by the SENDCo and designated safeguarding lead, Zohra El-Habti. *During Zohra's absence, the DSL and DDSL in school will have oversight.*

How does the school identify and measure the progress of children with SEND? How do children move between levels of support?

- 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 Education 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 Education 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 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 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?

<u>Directly funded by the school:</u>

- Mentors
- Therapists
- Highly trained teaching assistants
- Additional speech and language support as necessary

If a 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*:*

<u>Paid for centrally by the Local Authority but delivered in school:</u>

- 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)
- Intervention First Team (Brent Inclusion Team)
- 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

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

1. Physiotherapy
2. Occupational therapy
3. School nurse
4. Speech and language therapy at School SEN Support level
5. Child & Adolescent Mental Health Service

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.

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 two highly skilled therapists, mentoring, nurture provision and input from a dedicated and restorative senior leadership team. 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 at school on time.

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

- 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 and teaching assistant(s) 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.

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. We value the importance of pupil voice, and there is an annual pupil questionnaire (adapted for students with SEND) 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. If your child has an EHCP, their views will be sought before any review meetings and they will be invited to attend and contribute.
- 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 a 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 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 4343

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.