

Kingsbury Green Primary School

SEND Information Report

September 2018

KGPS uses the SEND Code of Practice (January 2015) as the statutory guidance for provision for SEND pupils.

1. THE TYPES OF SPECIAL EDUCATION NEED PROVIDED FOR AT KINGSBURY GREEN

Provision is made for children with a range of needs including:

- **Cognition and Learning**
Moderate Learning Difficulties (MLD); Specific Learning Difficulties (SpLD) e.g. dyslexia, dyspraxia and dyscalculia
- **Communication and Interaction**
Autistic Spectrum Disorder (ASD), selective mutism, Speech, Language and Communication Needs (SLCN), dysfluency, attention and listening difficulties
- **Social, Emotional and Mental Health**
Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder, emotional difficulties, mental health difficulties
- **Physical and Sensory**
Hearing Impairment, Visual Impairment, medical needs including asthma, allergies, Epilepsy, physical disability including Cerebral Palsy and Arthritis

Kingsbury Green is a mainstream school with an Additionally Resourced Provision called **Total Communication Base (TCB)** which follows a programme of inclusion and is funded to meet the needs of 18 pupils with an Education Health Care plan (EHC plan) in the area of significant Hearing Impairment (HI). This is staffed by Specialist Teachers and Specialist Teaching Assistants. There are currently 17 pupils placed in the TCB.

2. HOW KINGSBURY GREEN IDENTIFIES CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The benefits of early identification are widely recognised; identifying need at the earliest point and providing appropriate interventions, improves long-term outcomes for your child. The identification of educational needs is built into Kingsbury Green's overall approach to monitoring the progress and development of all children.

The class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the Special Educational Needs and Disabilities Co-ordinator (SENDCO) assess and monitor the child's progress in line with existing school practices establishing a clear analysis of the child's needs, drawing on:

Early/Ongoing Identification

- Class teacher assesses each child's current skills and attainment, establishing a clear analysis of need. This assessment is regularly reviewed to ensure support is matched to need, and that a clear picture of the impact of any interventions in place are developed.
- Information on behaviour including Early Years Foundation Stage (EYFS) profile.
- The child's development in comparison with peers.

- The views and experience of parents through formal and informal meetings.
- The child's own views, where they are able to make these known
- Advice from external support services.

Assessment

- Teaching teams meet daily to discuss the impact of the day's teaching, progress of pupils, and adjust teaching plans accordingly as part of on-going informative assessment
- We track progress of all pupils every 8 – 10 weeks to make summative judgements using National Curriculum band objectives for each year group to describe pupil attainment
- We regularly use a range of assessment tools for screening progress. The SENDCO directs standardised assessments in any of reading, comprehension, spelling and maths, for further precise identification of potential barriers so that provision can be tailored to this.
- The progress of children with speech and language needs is assessed and reviewed regularly throughout the year by Brent Speech and Language Therapy service (SaLT). Our allocated Speech and Language Therapist is Anna McGuire.
- An Annual Review is held for children with EHC plans. Their Individual Learning Plan (ILP) is drawn up, implemented and evaluated 3 times annually
- Individual Learning Plans (ILP) are provided as part of the *assess, plan, do review* process
- When assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary

This is an ongoing process. If you have a concern about your child's learning you are invited to speak to your child's class teacher initially as the teacher is responsible for planning the curriculum, differentiation and assessing the child's progress.

3. WHO ARE OUR SPECIAL EDUCATIONAL NEEDS CO-ORDINATORS (SENDCOs) AND HOW CAN THEY BE CONTACTED

Our SENDCOs are:

- **Ms Chris Bonner** (responsible for children in the TCB, working Monday - Thursday).
- **Ms Joanne Millett** (responsible for other children with EHC plans and children on SEN Support, working Tuesday - Friday)
- They can be contacted by email: via office1@kgreen.brent.sch.uk or by telephone: 020 8204 6423 extn 312

4. HOW WE CONSULT PARENTS OF CHILDREN WITH SEND AND INVOLVE THEM IN THEIR CHILD'S EDUCATION

Parents are always informed if it is considered that their child has an additional need. Staff will listen to any concerns the parent may already have, find out if there are any unknown factors affecting progress and work with parents and children on planning to meet the needs. Communication is regular and informal through catch ups at start and end of day, through home/school link books, phone calls, letters and also planned meetings

- Kingsbury Green holds Learning Consultations on a termly basis. The SENDCO may also be present in these meetings. You can also request that the SENDCO is present.
- 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.
- The SENDCOs are available to meet with you separately to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework for SEND pupils follows the whole school approach of 'little and often' for mastery – with reasonable adjustments where necessary.
- 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.
- Parents are informed and actively encouraged to support shared goals at home.
- The SENDCOs can recommend parents to Brent SENDIASS and to other parent support groups.

5. HOW WE CONSULT WITH CHILDREN WITH SEND AND INVOLVE THEM IN THEIR EDUCATION

At Kingsbury Green, we value the rights of all pupils to have a view and to be able to express it.

- Children express their views on all aspects of school life through the School Council
- Regular 'pupil voice' sampling by Year Group Leaders, on a range of school matters, including pupils from vulnerable groups and SEND
- Regular SEND 'pupil voice' sampling is undertaken to evaluate impact of provision.
Pupils on the SEND register are randomly selected to say what they are enjoying in school and what they feel they need to help them with their learning. Additionally, children in interventions ie maths booster class, Accelerated Reader, are also selected to ensure that the intervention they are receiving is supporting their progress, and importantly, that the children feel they are supporting their progress.
- If your child has an ECH plan their views will be sought before any Annual Review meeting, and if appropriate, they are invited to attend.
- Children who have Individual Learning Plans review and set targets with their class teacher and any supporting adults.
- We strongly advocate the '5 safe adults' approach - all pupils are asked to identify 5 safe adults, and routinely reminded to talk to them
- There are opportunities for regular circle times in order that children can express and reflect on, their thoughts and feelings.
- The school adopts a Restorative Justice approach to positive behaviour management, developing self-responsibility as a life skill, enabling children to find their voice and express their concerns and views directly to each other, as well as to adults

6. HOW WE ASSESS AND REVIEW CHILDREN'S PROGRESS TOWARDS THEIR OUTCOMES

We provide children with high quality teaching, taking into account the needs of all learners. The quality of classroom teaching provided to children with SEND is monitored through a number of processes that include:

- Very regular and robust classroom observation and follow up coaching by senior leaders,
- External verifiers to confirm the quality of teaching outcomes for pupils eg LA moderation
- Work sampling and discussions on planning
- Daily 'end of day' reviews by year group teaching teams
- Summative assessment against National Curriculum objectives a minimum of 4 times annually
- Year group teaching and learning reviews by the SENDCOs
- Teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of children with SEND,
- Regular SENDCO meetings with Learning Support Assistants to provide advice and guidance on meeting the needs of children with ECHPs
- Regular feedback and planning between class teachers and support staff

- Termly pupil progress meetings led by Senior Leaders
 - Progress of all SEND children is measured through on-going assessment which is regularly reviewed by class teachers.
 - Learning targets are linked to the National Curriculum (pupils in Y1 – Y6) and EYFS Profile outcomes (pupils in Nursery and Reception) and are realistically ambitious. These are shared with parents at termly Learning Consultations. The SENDCOs are available to meet with parents should there be concerns about rate of progress
 - Children and parent feedback on the quality and effectiveness of any interventions
 - Attendance and behaviour records, if necessary.
- Children with a disability or a learning need are provided with reasonable adjustments (such as auxiliary aids, extra time, reader, prompt, rest breaks, services or consideration of seating arrangements) to overcome disadvantage and increase access to the curriculum.
- **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)**, unless there are exceptional circumstances e.g. pupils are unable to access the tests even with appropriate adaptations. This is something the government requires all schools to do and national / school results are published. Parents are always part of the consultation prior to a pupil being dis-applied from SATs.
- As we follow the assess, plan, do and review cycle any actions put in place to support progress towards these outcomes are tracked and reviewed regularly
 - An Annual Review is held for children with an Education Health Care plan. This is centred on the progress and needs of the child and involves everyone involved in the child's education, health or care.

7. HOW WE SUPPORT CHILDREN MOVING BETWEEN DIFFERENT PHASES OF EDUCATION

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. Before starting Nursery/Reception, members of the Early Years Team meet children and their families either in their homes/current provision or at school.

If your child is moving to another school or joining our school:

- We will contact the school SENDCO to share information on any special arrangements or support that needs to be made for your child. We ensure all records about your child are passed on as soon as possible.
 - If you wish your child to join our TCB for Hearing Impaired pupils, admission is made through SENAS, as defined in the Brent Reception and Junior Transfer document 2014

When moving classes in school:

- Information is passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting takes place with the new teacher. All Individual Learning Plans are shared with the new teacher / Learning Support Assistant.
- If your child would be helped by a transition book to support them in understanding moving on then it will be made for them.
- Children with SEND are encouraged to meet their new teacher and classroom prior to transition.
- If your child has an EHC plan and is supported by a Teaching Assistant, a full handover will be facilitated between the adults.

In Year 6:

- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead. Your child may also have a transition book to support them in understanding moving on.
- 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 at our school.
- When children are preparing to leave us for a new school, we arrange additional visits. Secondary Schools work with us to make extra provision to aid transition for the more vulnerable pupils.
- 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.

- Our class teachers and our Senior Pastoral Support Officer work together to prepare children for secondary school, sometimes working in smaller groupings to address any fears or concerns in a supportive setting.

If your child has an EHC plan an annual review is planned as a transition meeting during which we invite staff from both schools to attend. The SENDCO will discuss the specific needs of your child with the SENDCO of the new school. Where appropriate, delegated adults from new schools visit pupils in our school as part of the transition.

8. OUR APPROACH TO TEACHING CHILDREN WITH SEND

At Kingsbury Green our aim is for all children to reach their fullest potential and we are firm believers that all teachers are teachers of SEND. Therefore:

- Class teachers will ensure that your child's needs are planned for and met through whole class teaching.
- Support staff are trained to adapt or modify the teachers' planning to support the needs of your child where necessary.
- Specific resources, equipment and strategies will be provided where appropriate to support your child individually or in groups. As part of the 'graduated' approach to support, this provision is regularly reviewed by teachers, senior leaders and the SENDCO for impact, and adjusted where needed.
- Regular access to computers, i-pads, netbooks and supportive computer programs will be included in learning plans where appropriate
- Plans will also include more practical learning, use of visual support, individual checklists, sand timers, writing frames and word banks, high frequency word lists, easy grip writing tools, multi-sensory resources, table top resources to support mathematical learning as well as adjusting the task to better suit your child's needs, and adjusting the delivery of learning to support pupils with poor working memory and slow processing speeds
- Children with ECH plans have Individual Learning Plans which are implemented
- Specific arrangements are made for children with SEND, for school based assessments and standardised test eg scribes, additional time
- The SENDCOs advise and support the class teacher in planning for children with SEND. The SENDCO helps to decide what resources/training and support is needed.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. SEND pupils are considered at each stage of staff training, should any adaptations to whole school initiatives be required
 - Deaf Awareness training is provided for all staff as part of the induction process. The TCB Leader for Teaching, Learning and Assessment and the SENDCO routinely advise class teachers on implementing these strategies
- Teachers are guided by strategies and recommendations in reports given by external agencies when written specifically for individual children.
- Where appropriate, 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

All resources/training and support are reviewed regularly and changes made as needed as part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice 2015

9. HOW WE ADAPT THE CURRICULUM AND THE LEARNING ENVIRONMENT OF CHILDREN WITH SEND

We respect and value all children and ensure that children with SEND have full access to the learning opportunities we offer at Kingsbury Green. Therefore, we have the following in place:

- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- A child with a disability or a learning need is provided with reasonable adjustments (such as auxiliary aids, services or consideration in seating) to overcome disadvantage and increase their access to the curriculum.
 - The school is deaf aware and access for HI pupils is facilitated for all learning, whether in mainstream classrooms or in the TCB

- Adaptations are made to provision to support pupil access eg for mobility impaired pupils, outdoor learning and PE are adapted, or for pupils with ASD or Emotional and Mental Health needs, learning experiences that are more open, less formal or a change to the usual are adapted or arrangements are made to support positive inclusion.
- All children are included in every part of the school curriculum including eg a wide range of Pupil Leadership roles, sports days, swimming, PE, school visits – we make every effort to ensure this, and work closely with parents, on behalf of individual pupils, to achieve this
- 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 area will be provided in school.
- The school is fully compliant with DDA/ Equalities Act requirements.
- The ground floor of the school has easy access, double doors and ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- A Soundfield system is installed in both school halls
- Assistive listening devices, including radio aid systems, are used by TCB pupils in the main school and in the TCB
- There are six disabled toilets, shower area and changing facilities.
- A mobile hoist and automated changing table are installed
- A physiotherapy bed is installed
- We ensure where ever possible that teaching resources / equipment used is accessible to all children regardless of their needs.
- After-school provision and extra-curricular activities are accessible to all children, including those with SEND.
- There is a lift to the first floor
- The school has been adapted for children with a Visual Impairment
- The school’s Accessibility Plan (2017 – 2020) makes planned adaptations to the school environment to support SEND access and inclusion on a rolling programme. This is reviewed annually.
- Where a Special Educational Need or Disability emerges for a pupil on roll, and this requires some additional specialist aids or equipment as guided by external agencies, the SENDCO will take steps to secure this equipment via the SEN curriculum budget or, for expensive, highly specialised equipment the school will approach the LA or make a request to the Governor’s Resources Committee. For TCB pupils, any additional equipment is arranged through TCB funding.

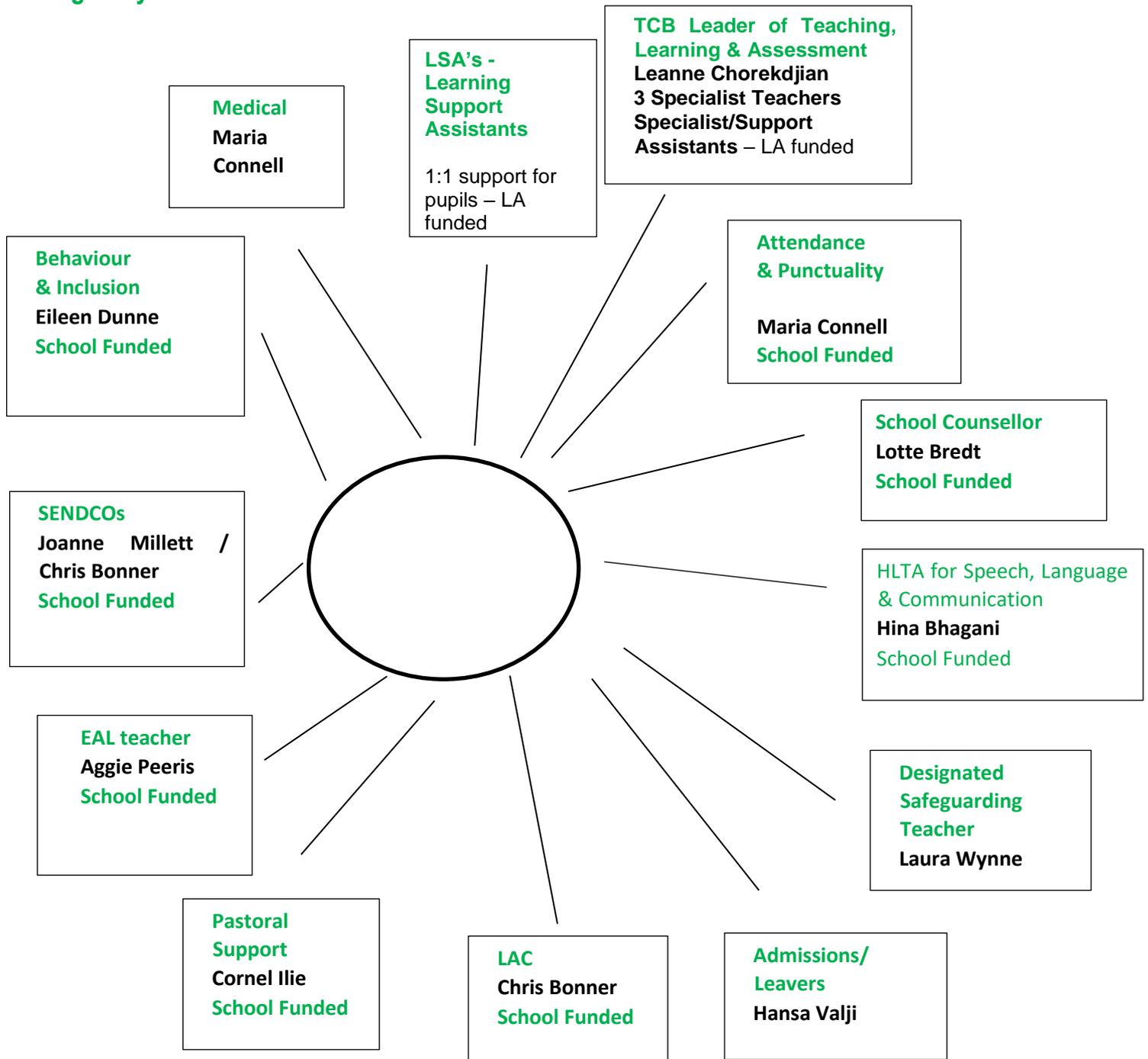
10. THE EXPERTISE AND TRAINING OF STAFF TO SUPPORT CHILDREN WITH SEND

- The two SENDCOs are fully qualified and accredited with the National SENDCO Award
 - The SENDCOs attend termly Professional Network meetings and works with other schools in the local cluster meetings.
 - The SENDCOs liaise with the Brent SEND Consultant to ensure that statutory practices are being implemented and maintained in the school.
 - 3 staff members have been trained on a Language & Communication programme (known as Elklan)
- We have a specialist Higher Level Teaching Assistant (HLTA) for Speech, Language and Communication who works once a week alongside the Speech and Language therapist, and implements programmes and shares expertise with teachers and support staff. She works with children throughout the week either individually or in groups, supporting their receptive/expressive language, clarity of speech and social skills.
 - Where required, staff receive specialist training in Moving & Handling in order to support mobility impaired pupils
 - One staff member is undertaking the second year of the Teacher of the Deaf qualification
 - Two staff members are undertaking the first year of the Teacher of the Deaf Qualification
 - One member of staff has SPLD qualification
- The Speech Therapists and physiotherapist provides on-going training for support staff
- Both SENDCOs oversee training and development for staff supporting children with SEND – a full programme is provided for the year
- The school provides professional development and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school and targeted professional development for individual teachers and support staff on: Autistic Spectrum Disorder (ASD), Speech and Language programmes, Dyslexia and Global Learning Delay. In

addition, staff are trained on implementing reading, spelling and phonics programmes and maths interventions as required. Staff are also trained / advised on supporting pupils with Hearing Impairments or behavioural difficulties.

- The SENCOs regularly support class teachers in planning for access of children with SEND.
- Senior Leaders employ an Instructional Leadership approach to professional development with teachers through weekly drop in and coaching sessions
- Where the school does not have expertise in a specific area of SEND, the SENDCOs seek out appropriate expertise and secure additional training as required and working within budget constraints

Kingsbury Green Inclusion Team 2018 - 19



11. EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN AND YOUNG PEOPLE WITH SEND

'For KS2 pupils who have SEN, progress was not significantly below average overall' (*Ofsted Inspection Dashboard Oct 2016*)

'All pupils, irrespective of their background, ethnicity, gender, ability or whether they have special educational needs, including those pupils who attend the resource provision, thrive and achieve their full potential.' *Ofsted Inspection: February 2016*

'Disabled pupils and those with special educational needs make similar rapid progress to their peers, including those pupils in the TCB. Adults are skilled in systematically teaching key skills in a wide range of contexts, and through all communication channels. This secures confidence and outstanding progress from pupils' individual starting points.' *Ofsted Inspection: February 2016*

We evaluate the effectiveness of provision by using quantitative data to examine both progress and attainment levels compared to those achieved by children without SEND in our school and nationally for pupils with the same levels. We also collect qualitative data e.g. parent views and pupil voice. We use this data to forward plan provision for future years.

The positive outcomes for SEND pupils are a result of the following strategies used to inform evaluation of impact:

- Leaders/ SENDCOs monitor planning, teaching, learning, books and provision to ensure that children with SEND are receiving a full and inclusive entitlement
- Analysis of progress data for children with SEND is informed by monitoring and evaluating a range of evidence (as above) to ensure they make at least expected progress
 - SLT supported planning, targeted drop-in / feedback
 - Bespoke follow up support by SENDCOs for teachers / support staff where need arises
 - SENDCOs monitoring of the provision made for pupils with ECH plans
 - Monitoring of quality of all teaching and learning provision for pupils in the TCB (in the TCB and in mainstream classes), and pupil progress for HI pupils
 - Swift adjustment to provision and use of available resources, for any SEND pupils who are not making sufficient progress from their own starting points

Next steps for pupils with SEND (2018-19):

- **Focus on the progress of pupils at SEN Support**

Strategies in place to support this (in addition to those already outlined above):

- **Some children who are working significantly below age related to have a 'tailored curriculum'. These children will be taken out of their classes for English and maths, and given specialist, differentiated support at a level that they are able to access**
- SEND pupil book looks integral to whole school monitoring, focus on pupils at SEN Support and evaluates implementation and impact of action points
- Monitoring of progress of pupils who make progress in smaller steps, using a finer progress assessment tool
- Impact of all aspects of SEND and pastoral provision to be time-bound and evaluated against clearly identified criteria (in addition to progress within learning bands) at start and end of interventions.
- Focus on pupil and parent voice of SEN Support pupils

12. HOW WE ENABLE CHILDREN WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE WITH CHILDREN IN THE SCHOOL WHO DO NOT HAVE SEND

Our After School/Breakfast Clubs and our Enrichment Clubs are accessible and open to all children.

- All children are included in all parts of the school curriculum and we aim for all children to be included on school visits. We plan the necessary support to ensure that this is successful. On occasions, where a visit is not safe for a pupil with SEND, and reasonable adjustments cannot be made, a meaningful alternative is provided for the pupil
- Residential visits are assessed to ensure our SEND children have access

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.

13. HOW WE PROVIDE SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

Kingsbury Green is an inclusive school. We welcome and celebrate diversity and believe that high self-esteem is crucial to the well-being of children and their enjoyment of school. The school's ethos and values support pupil and staff understanding of this e.g. a core value is empathy. The school has a highly regarded reputation for supporting children to develop their emotional and social skills.

- The class teacher / TCB teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore this is the first point of contact for parents.

In addition, we have a caring, understanding team of specialist staff to oversee the well-being of all pupils. This includes:

- Senior Pastoral Support Officer who works closely with pupils and families in providing support and advice on emotional and social development
- Pastoral Support Worker who mentors pupils, works to support families with well-being / social and emotional development, as well as liaising with social care
 - School Counsellor who assists children in their emotional and social development. This may be organised individually, occasionally in small groups, and often with families
 - Dedicated Attendance Officer

The school consistently implements a systematic Motivation and Behaviour policy that supports a positive school experience for your child – all staff are responsible for this system, which builds independence, self-regulation and self-reflection from children. Our policy includes a Restorative Justice approach to resolving peer conflict, which enables pupils to find their voice and develop empathy by understanding the impact of their behaviour on others. The school also implements a robust Anti-Bullying Policy which supports pupils to feel safe in school through the following strategies:

- All pupils identify 5 safe adults in school
- Pupil Leaders act as Anti-Bullying Advocates
- All allegations of bullying are taken seriously and followed up by a member of the SLT
- The school highlights anti-bullying themes during Anti-Bullying week, E-Safety Week and at regular points throughout the school year

Other ways in which we support pupils in this area are:

- All playground areas have been furnished with free-standing equipment and play resources, with rotas and maps to systematise turn-taking. SMSAs and playtime duty staff have clear guidance on how to engage with and support purposeful playtimes. Our SMSA team receives regular training on this
- Pupil Sports Leaders play a role in supporting positive and purposeful playtimes
- Quiet spaces are available outdoors and also inside if needed.
 - The school actively seeks support for parents through the LA provision of parent workshops that promote positive parenting e.g Triple P, Solihull Project, Raising Resilient Children
 - Weekly school assemblies are linked to the core values
- The attendance of every child is monitored on a daily basis by the Attendance Officer. Lateness and absence are recorded and reported to the Deputy Head Teacher for Behaviour, Safety and Inclusion. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

At times, due to all sorts of reasons triggered by events at home or experiences in school, children can find it difficult to manage their behaviour, emotional or social development. Where this happens:

- The class teacher may speak with you in the first instance to establish any underlying causes
- The SENDCO, a Senior Leader or the Senior Pastoral Support Officer will arrange to talk with you about your child's needs and ways to help your child eg via an individual drop-in or regular access to our School Counsellor or Bereavement Counsellor or small group work on social skills, building self-esteem and developing confidence.
- Where this is persistent and becomes a barrier to learning, provision may be put in place. Close collaboration with parents is sought and expected. Pupils in need of additional support may have access to any one or more of the following strategies (some aspects of this offer are dependent on staffing factors which can vary during the school year):
 - Key Workers
 - Learning Mentors / mentors
 - Play, social skills, self-esteem / confidence or motivation groups
 - Lego Club therapy groups
 - 'Safe' / chosen adults
 - Bereavement Counselling
 - Self-referral to School Counsellor at drop in times (KS2 pupils only)
 - Class Circle Times
- Where behaviour and well-being continues to be a concern, the school seeks support and guidance from, for example, the Local Authority Inclusion Officer, the Behaviour Support Service, Health, Family Solutions and Social Care and / or specialist education services
- Incidents of exclusion are rare and our measures ensure that behaviour improves over time

14. HOW WE INVOLVE OTHER ORGANISATIONS IN MEETING THE NEEDS OF PUPILS WITH SEND AND SUPPORTING THEIR FAMILIES

If a child has not made progress despite high quality provision by the school, we will seek advice from external agencies regarding strategies to best meet the needs of a pupil. This will only be undertaken after parent permission has been obtained. We work closely with external agencies that are relevant to individual children's needs within our school and ensure that all relevant information is considered when making provision for our children with SEND. We work regularly with the following agencies:

- Educational Psychology Service
- Specialist Services for HI/VI/ASD,
- Inclusion and Alternative Education Service;
 - Health including – GPs, School Nurses, Clinical Psychologists, Paediatric Services, Speech & Language Therapists, Physiotherapists, Occupational Therapists, Child & Adolescent Mental Health (CAMHS), Paediatric Audiology, Cochlear Implant Teams
- BOAT
- Brent Carers Centre;
- Brent SENDIASS
- Social Services including locality teams, Social Workers, Early Help and Family Support Services
- Education Welfare Service
- Specialists in other schools e.g. teaching schools, special school

Provision directly funded by the school includes:

- Two SENDCOs (both fully qualified with the National SENDCO Award)
- Senior Pastoral Support Officer
- Learning Mentor / Pastoral Support Worker
- A dedicated specialist HLTA for Speech, Language and Communication

- **HLTA or Graduate Associate Teachers in each year group** YR to Y6 / 1 x NNEB and 1 x TA in Y1 / 2 x TAs and 1 x NNEB Reception / 1 x NNEB and Welfare Assistant in Nursery
- School Counsellor
- Education Welfare Officer

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

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) – assessment paid by school
- Speech and Language Therapy for those children with an EHC plan (provided by Health but paid for by the Local Authority).
- Parenting Classes

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

- School nurse
- Physiotherapy
- Occupational Health
- Speech and language therapy at School Support level

Please note: The provision at Kingsbury Green Primary School is subject to change depending on budgetary constraints and policy review. At times the school may purchase additional support services from Health and the Local Authority. These are time limited resources and may not be available each academic year. Services to which we refer have variable waiting times and apply their own criteria for acceptance.

For a very small percentage of children, 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 (EHC) plan being provided. If an EHC plan is given, support for the child might take the form of 1:1 support for the number of hours named in the EHC plan, or it might take the form of receiving a bespoke curriculum in a very small group with a high ratio of adults to children. When an EHC plan is given, the needs of the child is individually assessed and provision is made to meet the child's needs most successfully.

15. OUR ARRANGEMENTS FOR LAC PUPILS WITH SEND

We understand that LAC pupils who also have SEND are amongst our most vulnerable pupils.

The Designated Teacher for LAC pupils (Chris Bonner) is responsible for over-seeing all matters related to LAC pupils including: their transition into 'LAC' status, the transition of LAC status pupils into Kingsbury Green or moving on from Kingsbury Green, or out of LAC status. When LAC pupils are transitioning in any of these ways, the Designated Teacher ensures arrangements for liaison between all related professionals and Carers / Parents so the school has all possible information to support the pupil robustly. Where the pupil has SEND, the school maintains close contact with the Carers / parents, the Local Authority Virtual School, the allocated Social Worker and the Independent Reviewing Officer, regarding school related matters linked to the SEND. Contact with parents and the passing on of information to parents is always guided by Social Care and the Independent Reviewing Officer. The Designated Teacher will involve the SENDCO as soon as Special Educational Needs has been raised as a concern.

16. OUR ARRANGEMENTS FOR PUPILS WITH MEDICAL CONDITIONS AND THE ADMINISTRATION OF MEDICINES

- The school has a policy for: First Aid, Illness, Medication and Support for Pupils with Medical Conditions, published on the website
- The Medical Welfare Officer manages the administration of any medicines. Please contact her if medication is recommended by health professionals to be taken during the school day
- Staff have regular training and updates on conditions and medications affecting individual children
- Staff are appropriately qualified / trained e.g. 1 day Emergency First Aid, 2 day Paediatric First Aid
- Those children with more complex medical needs have a Personal Health Care Plan and key members of staff receive training so these children can be cared for in school
- Pupils who have life threatening conditions are known to all staff, through discreet photo displays

17. DOCUMENTS THAT PROVIDE FURTHER INFORMATION ON THE NEEDS OF CHILDREN WITH SEND

The following documents are available on the school's website:

- Disability Accessibility Action Plan (Sept 2017-July 2020)
- Health & Safety policy
- Motivation & Behaviour Policy
- SEND / Inclusion Policy

If you would like any further information about what we offer here at Kingsbury Green Primary School please contact office1@kgreen.brent.sch.uk

18. HOW WE HANDLE COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT THE PROVISION AT KINGSBURY GREEN

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:

- The class teacher
- The SENDCOs – Joanne Millett / Chris Bonner
- The Head Teacher – Laura Wynne
- For complaints, please contact the School Governor with responsibility for SEND – Shirley Ricketts. She can be contacted via the school office
- Please refer to the School's Complaints Policy, available via our website, from the school office

SEND Information Report to be reviewed and updated September 2019
Kingsbury Green is GDPR compliant.