



**'BE THE BEST YOU CAN BE!'**

# **SEND INFORMATION Report 2025 – 2026**

Lead person responsible:

**Miss J Ash**

Date: **May 2025**

Review Date: **May 2026**

Please note that the version of this document contained within the **Policy Folder on our school network** is the only version that is maintained.

Any printed copies or PDF versions should therefore be viewed as “uncontrolled” and as such, may not necessarily contain the latest updates and amendments.

The 'New Special Educational needs and Disability Code of Practice' was first published in July 2014 with further amendments in January 2015.

From September 2014 we have been gradually implementing the changes necessary to our policy and practice with guidance from Brent.

The main changes to the previous SEND Code of Practice (2001) are as follows:

- The age range has been extended to cover children and young people from 0-25 compared to the former upper age range of 18.
- The New SEND Code of Practice now includes children / young people with disabilities as well as those with SEND.
- There is now a greater focus on the views of young people and their parents.
- There is a focus on high aspirations and improving outcomes.
- There is an emphasis on the importance of integration between education and different agencies such as health and social care services.
- 'SEND Support' replaces the former categories of School Action (SA).
- 'Additional School Support' replaces 'School Action Plus (SA+) '.
- Education Health Care Plans (EHCPs) have replaced statements of SEND.
- There is new guidance on the identification and teaching of children and young people with SEND.
- There is a greater focus on the support a young person may need in his/her educational setting in order to make a successful transition into adulthood.

The New Code states that pupils with SEND usually fall into one of the following categories:

- Communication and interaction.
- Cognition and learning.
- Social, mental and Emotional Health.
- Sensory and /or physical.

#### Current Range of SEND at Roe Green Junior School.

- MLD
- Speech, Language and Communication Needs.
- ASD
- ADD / ADHD
- SEMH (Social, Emotional (this includes Behavioural) and Mental Health needs
- Global Developmental Delay
- Specific Learning Difficulties
- Hearing impairment
- Pupils with physical needs

## **The provision for pupils with SEND is delivered by members of the SEND and Inclusion**

### **Team:**

- Inclusion Leader, (EAL Lead)- Mr D. Guest
- SEND Lead - Miss J. Ash
- Social & Emotional Support – Mr G. Revri
- EAL Learning Support for Literacy and EAL groups - Mrs S. Patel
- Learning Support for Y6 Literacy group – Mrs D. Khimani
- Learning Support for Y5 Literacy and Maths Support groups – Mrs D Sullivan
- LSA Team – Trained to deliver 1:1 and group support as required.

### **Assessment**

All Pupils are included in the Whole School 'Pupil Progress and Tracking' system. This relates to the National Curriculum objectives and ensures that all staff have expectations for each child to make progress and be **'The Best That They Can Be'**. At Roe Green we use descriptors that relate to the National Curriculum for Years 3, 4 and 5. In year 6 we use the KS2 Teacher Assessment Framework descriptors that relate to the attainment standards for the end of KS2. The PIVATs assessment tool is used for pupils with SEND for whom it is difficult to illustrate a progression profile. PIVATs compliments our assessment model and facilitates the slower and often uneven rate of progress made by some pupils with SEND. It illustrates the much smaller, but significant progress steps they may take towards achieving the next stage of attainment.

Class teachers with members of the Inclusion Team, Inclusion Leader, DH (Assessment Leader) and the SEND Leader will discuss pupils' in termly progress meetings if they do not appear to be making progress.

Initial concerns for a pupil's lack of progress will be addressed via the implementation of differentiated strategies to support him / her. These initial concerns will also be shared with parents.

A 'graduated approach' is implemented to support pupils' needs. This approach is outlined below:

- **Assess**
- **Plan**
- **Do**
- **Review.**

The class teacher, under the guidance of the SEND Leader, implements this cycle throughout the school year. Parents are invited to be involved in this process to discuss their child's progress.

## **Identification of SEND**

Children are identified as having SEND when their progress has slowed down or stopped and the intervention and resources that have been put in place do not enable progress. Once a pupil has been identified as having SEND the 'graduated approach' is continued.

Parents who have questions or concerns about their child's progress should discuss them with the class teacher and the SEND Leader.

Pupils identified as having SEND will receive support from a variety of interventions ranging from groups to individual support in class from the class teacher and Learning Support Assistant when present.

Pupils identified as having SEND will have their needs and interventions recorded on a class Provision Map OR an ISP (Individual Support Plan).

Class teachers and members of the inclusion team review the interventions termly. The progress of pupils is also discussed with parents and pupils.

Parents of children with EHC Plans and ongoing concerns are invited to meet regularly with the SEND Leader and the class teacher to discuss their child's SEND Plan and to review his/her progress. Next steps for securing short-term outcomes are also discussed. For pupils with EHCPs, long-term outcomes and aspirations are discussed in Annual Reviews.

A record of pupils with SEND is kept on a central list (SIMS) and is reviewed termly. We also keep a record of pupils who have specific medical and physical needs. These pupils as well as those who are vulnerable, disadvantaged or who require social / emotional support are also recorded on a Whole School Provision Map to illustrate the full range of support/ interventions they receive. This is reviewed termly.

The number of pupils on the BRENT SIMS SEND list is 49.

- 14 pupils have an EHC Plan.
- 35 pupils Receive 'K' SEND Support (Additional School Support) This is support from outside agencies (eg. SALT, OT, BOAT, BDHIS, BVIS, Social & Emotional Support)
- 68 pupils receive 'School Support' (support provided by school staff via Quality First Teaching from the class teacher and / or an LSA (if in class) and / or via intervention groups led by Teachers and LSAs.

The number of pupils on our lists is liable to change as pupils' progress is reviewed and/or some pupils leave or join Roe Green Junior School.

## **Evaluation of Impact (How effective is our provision?)**

- Pupils and parents are involved in regular review meetings.
- Parent and pupil surveys are conducted annually.
- Termly reviews of pupils' progress provide an insight into the efficacy of support and interventions.
- If little progress appears to have been made, strategies are modified or changed.

- If concerns continue / increase – advice from an external agency may be sought.
- A detailed illustration of pupils' attainment and progress is published in a document entitled 'In a Nutshell' each term.

The following table provides detailed information about the procedures and provision for pupils with SEND at Roe Green Junior School

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|---|
| <b>1. How can I let the school know I am concerned about my child's progress in school?</b>   |
| <ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's class teacher initially.</li> <li>• 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 SEND Leader (Miss J. Ash.) or the Assistant Head with responsibility for Inclusion, (Mr. D. Guest) or the Deputy Head (Mrs L. Byrne). If you are still not satisfied, you can speak to the school SEND Governor.</li> </ul>   |
| <b>2. How will the school let me know if they have any concerns about my child's learning in school?</b>  |
| <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"> <li>• Listen to any concerns you may have too.</li> <li>• Plan any additional support your child may receive including using Pupil Premium funds if your family has an entitlement.</li> <li>• Discuss with you any referrals to external agencies to support your child's learning.</li> </ul>  |
| <b>3. How is extra support allocated to children and how do they move between the different stages?</b>   |
| <ul style="list-style-type: none"> <li>• The school budget, received from Brent LA, includes money for supporting children with SEND.</li> <li>• The Head Teacher decides in consultation with the governors on the budget allocation for special educational needs and disabilities based on the needs of the pupils.</li> <li>• The Head Teacher, Deputy Head, Assistant Head and SEND Leader discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> <li>- The children currently receiving extra support.</li> <li>- The children needing extra support</li> <li>- The children who have been identified as not making as much progress as would be expected</li> </ul> </li> </ul> <p>Together they agree upon the strategies / resources/ staff training and support required.</p> <ul style="list-style-type: none"> <li>• All resources / training and support are reviewed regularly.</li> </ul> |
| <b>4. Who are the people apart from class teachers providing services to children with SEND in this school?</b>   |

Directly funded by the school:

- SEND Leader
- Inclusion Manager, (Assistant Head).
- Deputy Head
- Teaching Assistants leading groups
- Highly trained Teaching Assistants
- School Welfare/ Medical Officer

Support from external agencies 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)
- Speech and Language Therapy programmes delivered by LSAs under the guidance of the allocated speech therapist.
- OT Service assesses pupils, advises parents and school on strategies to support pupils with mobility/ concentration and self-help needs mostly as stated on an EHCP, (provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service (NHS Trust) but delivered in school where pupils have specific needs:

- Speech and Language Therapy at School Support level (primary only)
- Physiotherapy
- Occupational Therapy
- School Nurse
- Advice and training from NHS Diabetes nurses.

At Roe Green Junior School we value working in partnership with all external agencies and professionals.

**5. How are the teachers in school helped to work with children with SEND and what training do they have?**

- The SEND Leader supports the class teachers in planning for children with SEND.
- The school has a CPD (Continued Professional Development 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 ASD, VI, HI and speech and language difficulties. For 2024 - 25 our Whole School Focus has been 'Linking Learning', (supporting pupils with their understanding of links across the different subject areas). We have endeavoured to ensure all pupils have had access to a broad and balanced curriculum. We continue to develop our whole school strategies to address closing the attainment and progress gaps for specific groups of pupils. Exploring and developing Emotional Literacy and Mental Health strategies continues to be an important focus. We aim to maintain good practice by ensuring that our pupils can access the curriculum and feel supported emotionally.

- CPD is also provided by SALT, BOAT, OT, EPs, BDHIS & BVIS services as they provide a consultative approach to providing advice and training as well as delivering specific courses.
- Individual teachers and support staff may also attend training courses run by outside agencies. There are also online resources for individual staff training.

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

- Class teachers plan lessons according to the specific needs of all groups of children in their classes and will ensure that your child's needs are met.
- Specially trained support staff can adapt or modify the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Some pupils with SEND may require a modified timetable; the SEND Leader will support class teachers and learning support staff to provide this.
- Advice and strategies suggested by external agencies will be implemented by class teachers and support staff.

## 7. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and his/her attainment will be entered into the whole school Pupil Progress and Tracking data. (See page 2) of this report.
  - If your child is not yet working at age-appropriate levels, a more sensitive assessment tool is used which shows his /her attainment in more detail and will also show smaller but significant steps of progress. (Please see information about the assessment on page 2 of this report.)
  - At the end of key stage all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do, and Year 6 results are published nationally.
  - Children receiving **School Support** will have their needs and provision recorded on a class provision map. This will be reviewed with your involvement, every term, and the plan for the next term discussed.
  - The provision for children with an EHC Plan and a high level of need have an Individual Support Plan (ISP).
  - ISPs and Provision MAPS will be reviewed termly as described on page 3 of this report. A child with an EHCP has his / her progress formally reviewed at an Annual Review with parents and all adults involved with the child in attendance. All professionals are requested to submit a report or contribute to the school report of the child's progress.
- The Deputy Head (Leader for Assessment), Assistant Head (Inclusion Leader) and the SEND Leader are all involved in monitoring pupil progress (see page 2 of this report).

## 8. What support do we have 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 at school so similar strategies can be used.

- The SEND Leader is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- If there are growing concerns for a child's progress, consultations with appropriate external agencies can be arranged with parental consent. An assessment will then take place (usually in school) and the results and advice for supporting the child is shared with teachers and parents.)
- Individual to meet 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.
- Parents are actively encouraged to support shared goals at home.
- Access to SEND Information Advice and Support Service (SENDIAS) and to other parent support groups / workshops are available to parents of children with SEND.

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

- We are an inclusive school; we welcome and celebrate diversity. Staff members believe that a child should have high self-esteem and that it is crucial to his/her well-being. We have a caring, understanding team looking after our children.  
The class teacher has overall responsibility for the pastoral and social welfare of every child in his / her class; therefore he / she is the parents' first point of contact. If further support is required, the class teacher liaises with the SEND Leader for further advice and support. This may involve working alongside external agencies such as specialist educational services, health and/or social care.

## 10. How does the school manage the administration of medicines?

- The school has a policy regarding the administration and management of medicines on the school site. It is published in our Medical Policy and is available on our website.
- Parents need to contact the class teacher and Welfare / Medical Officer if medication is recommended by health professionals to be taken during the school day.
- On a day-to-day basis, the school Welfare / Medical Officer oversees the administration of any medicines.
- Pupils who have ongoing medical conditions have a Health Care Plan, (HCP), this is managed by the school Medical / Welfare Officer who also liaises with parents, class teachers and the SEND Leader.  
As a staff, we have regular training and updates on conditions and medication affecting individual children so that all staff members are aware of medical situations.

## 11. How is Roe Green Junior School accessible to children with SEND?

- All children will have an assessment on entry to the school.
- The building is accessible to children with physical disability via ramps and a lift.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- For further, more detailed information, please see our **Accessibility Policy**.



## 12. How will we support your child when they are joining / leaving this school? OR moving on to another class?

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.

- If your child is joining our school:
  - A full transition plan is implemented whereby liaison between the staff in the previous school is invited to share information and pass records to Roe Green Junior staff.
  - Pupils transferring to the Junior School from Roe Green Infant School benefit from a full transition programme in the Summer Term.
  - The SEND Leader and key members of the support team will meet to discuss the specific needs of your child with the SEND Leader of Roe Green Infant school.
  - Class Teachers from both schools also work together to ensure a smooth transition.
- If your child is moving to another school:
  - We will contact the school SEND Leader 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 as soon as possible.
  - We have programmes especially designed to meet the transition needs of incoming and outgoing pupils who are particularly vulnerable.
- When moving classes in school:
  - Information is passed on to the new class teacher IN ADVANCE
  - Staff members liaise closely to ensure that detailed information regarding a child's learning and pastoral needs are discussed and understood. All relevant records are passed on.
- In Year 6
  - The SEND Leader will meet to discuss the specific needs of your child with the SEND Leader of his/her secondary school.
  - Your child will have focused learning opportunities about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit his / her new school and in some cases staff from the new school will visit your child in this school.
  - We write a social story for a child if he / she needs additional support with his / her transition.
  - We liaise closely with staff when receiving and transferring children to ensure all relevant records are passed on and all needs are discussed and understood.

## 13. How will my child be able to contribute their views?

- We are a Rights Respecting School where we value and celebrate each child being 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.
  - Children have opportunities to discuss their progress and share their views during parent consultation and /or SEND Plan meetings and Annual Reviews (For Pupils with EHC Plans.)
  - There is an annual pupil questionnaire in which we actively seek the viewpoints of children about all aspects of school life.
- There are worry boxes in every class which are regularly checked by the class teacher and acted upon.

#### 14.What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a system that is followed by all staff and pupils to promote positive behaviour.
- If a child has significant behavioural difficulties, a Behaviour Support Plan (BSP) identifying the specific issues may be written and shared with the child and parents with a view to put relevant support in place and set desired outcomes.
- After any incident in which inappropriate behaviour has been displayed, we expect the child to reflect on his / her actions with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve his / her behaviour. Parents are informed and invited to be involved with this process.
- Good attendance is actively encouraged throughout the school. The student planner is used to communicate initial concerns regarding lateness to parents. The attendance of every child is monitored ~~on a~~ daily by the school Welfare / Medical Officer. In cases giving cause for concern, the pupil will be referred to the Education Welfare Officer and any strategies and outcomes shared with the Head Teacher and SLT. We have had a number of successes where families were struggling with attendance but have made improvements. A Head Teacher's Award is presented annually for 100% attendance.
- 'The Golden Peg Award' rewards punctuality.

#### 15.How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum. We aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful; this may include the use of social stories and / or extra adult support.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

#### 16.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 with the funds available.
- Funding for pupils receiving School Support provides for intervention groups in reading, writing and Mathematics.
- Pupil Premium funding is available for pupils with SEND who also qualify for this level of support. Funding according to need is allocated to pupils with an Education Health Care Plan (EHCP).

#### 17.What specialist services and expertise are available at or accessed by the school?

- Our SEND Leader is fully qualified and accredited.
  - As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include:
    - Educational Psychologists
    - Specialist services for visual Impairment (BVIS)
    - Specialist services for hearing Impairment (BDHIS)
    - Specialist services for ASD (BOAT)
    - Specialist advice for ADHD (the Behaviour Support team)
    - LAC (Looked After Children)
- Health Professionals including – GPs, CAMHS, clinical psychologists, pediatricians, speech & language therapists, physiotherapists, occupational therapists, diabetic and school nurses. We also liaise with social services if applicable.

### 18. What training have staff members supporting children with SEND had or are currently having?

- A member of the support team has expertise in behaviour management and social / emotional support.
- Our LSAs have had training in delivering speech & language programmes from speech & language therapists.
- A number of teachers and LSAs have trained to support children with behavioural difficulties.
- Our LSAs have had training in delivering reading and spelling / phonics programmes.
- Our Welfare / Medical Officer ~~LSAs have~~ has received training from BVIS.
- All LSAs have received training from BOAT.
- All class teachers are scheduled to receive training from BOAT.
- Senior members of the Inclusion Team have attended a series of training sessions on Emotional Coaching. They then cascaded their training to all teaching, support and welfare staff.
- New Staff members are provided with training from the SEND and Inclusion Leaders and the DH as part of their Induction.
- Staff training has included a full introduction to Brent's Graduated Approach Framework and the accompanying 'Toolkit', this offers access to guidance and resources for supporting pupils with SEND.

### 19. 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/YP and the LA or parents/YP and the educational provider)
- Complaints to OFSTED (about whole SEND 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)
- Complaint to the Secretary of State (against schools or LAs)

## **Further Information**

For more detailed information about the Provision for Pupils with SEND please access the following link to - <http://brent.gov.uk/local-offer> – For the Borough of Brent's local offer

**For detailed information on the Provision and Support for pupils with SEND at Roe Green Junior School please see the following policies on our website:**

- Roe Green Junior School's SEND Policy
- Roe Green Junior School's Inclusion Policy
- Roe Green Junior School's Social and Emotional Support Policy
- Roe Green Junior School's Behaviour Policy
- Roe Green Junior School's Accessibility Policy
- Roe Green Junior School's Equality Policy
- Roe Green Junior School's Medical Policy
- Roe Green Junior School's Anti Bullying Policy
- Roe Green Junior School's Safeguarding Policy
- Roe Green Junior School's Attendance Policy.
- Please also see Brents Local Offer for pupils with SEND.