

## *Parent Information:*

### *Roe Green Junior School SEND offer.*

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 pupils, regardless of their specific needs, make the best possible progress in 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 [www.brent.gov.uk](http://www.brent.gov.uk).

Roe Green Juniors 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) Our school vision is to 'Be the best that you can be'.

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, 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 SEN 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.

Children at Roe Green Juniors make good progress and achieve in line with other schools nationally. Other useful documents such as our SEND/ Inclusion policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Roe Green Juniors then please do not hesitate to contact us directly.

### 1. 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 **SEND Leader, (Miss J.Ash.)** or the **Acting Deputy Head, Mrs L. Byrne.** If you are still not happy you can speak to the school SEND Governor.

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

If your child is then 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 too
- plan any additional support your child may receive including using Pupil Premium funds if your family has an entitlement.
- discuss with you any referrals to outside professionals to support your child's learning.

### 3. How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Brent LA, includes money for supporting children with SEND.
- The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.
- The head teacher, the **SEND Leader and Acting Deputy Head** discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

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

##### Directly funded by the school:

- SEND Leader
- Inclusion Managers (from April 2015)
- SEN Support Teacher
- Senior LSA specialising in EAL and ASD
- Highly trained Teaching Assistants
- Additional Speech and Language Therapy input to provide a higher level of service to the school.

##### 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)
- Speech and Language Therapy for those children with a statement of SEN or an EHC Plan (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:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level (primary only)

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

- The SEND Leader's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, VI, HI and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg. from BOAT. There are also online training materials such as the Inclusion Development Programme.

## 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 class, 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.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

## 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 a level given in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet at age-appropriate levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. (These steps are called 'P' Scales.
- At the end of each key stage (i.e. at the end of 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 Year 6 results are published nationally.
- Children at School Support and a statement or EHC Plan will have an individual support plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The SEND Leader will also check that your child is making good progress within any individual work and in any group that they take part in.

## 8. What support do we have 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.
- The SEND Leader is 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 with the person involved directly, or where this is not possible, in a report.
- Individual support plans will be reviewed with your involvement each term.
- Homework 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.
- Parents are informed and actively encouraged to support shared goals at home.

- Access to Parent Partnership and to other parent support groups.

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

- We are an inclusive school; we welcome and celebrate diversity. The staff believes that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class/form teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

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

- The school has a policy regarding the administration and managing of medicines on the school site. It is published on our website.
- Parents need to contact the class teacher if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis the school **Welfare Officer** generally oversees the administration of any medicines.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage 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.

## 12. 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 take steps to ensure that any transition is as smooth as possible.

- 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 will be passed on to the new class teacher IN ADVANCE
  - Staff liaise closely to ensure that detailed information regarding a child's learning and pastoral needs are discussed and understood. All relevant paper work is passed on.
  
- In Year 6
  - The SEND Leader will meet to discuss the specific needs of your child with the SENDCO of his / her secondary school.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - 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 in this school.
  - We write social stories with children if transition is potentially going to be difficult.
  - When vulnerable children are preparing to leave us for a new school, we arrange additional visits.
  - 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.
  - If your child has a statement of SEN or an EHC Plan an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend.

### 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 who have individual support plans discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.
- If your child has a statement of SEN or an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them and is appropriate.

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

- As a school we have a very 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 an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. Children with extreme behaviour may be referred to our **Behaviour Specialist**.
- After any behaviour incident we expect the child to reflect on their behaviour 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 their 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 basis by the admin department. Lateness and absence are recorded and reported upon to the head teacher and in cases giving cause for concern, the **School Attendance officer**. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

#### 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 and 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 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 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.
- We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving an LSA.

**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 including: educational psychologists, specialist services for HI/VI/ASD, the Behaviour Support Team; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services including locality teams, and social workers.

**18. What training has the staff supporting children with SEND had or is currently having?**

- We have a SEN Support teacher who has trained in speech, language and communication, the Letters and Sounds phonics programme and supporting parents to support their children with literacy.
- We have an Emotional Support teacher who is a trained councillor and play therapist.
- Our Senior LSA has specialist training in ASD and EAL.
- Many of 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.
- All of our LSAs have had training in delivering reading and spelling / phonics programmes.
- One of our LSAs has received training from speech therapists in the implementation of a Social Skills programme.
- All staff have received training from BOAT, SALT and BVIS.

**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)