



'BE THE BEST YOU CAN BE!'

SEND INFORMATION Report 2021 – 2022

Lead person responsible:

Miss J Ash

Date: March 2022

Review Date: March 2023

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 the LA.

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 and 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) and School Action Plus (SA+).
- Education Health Care Plans (EHCPs) have now 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
- Global developmental Delay
- Specific Learning Difficulties
- Hearing impairment
- Social and Emotional Needs
- Pupils with physical needs
- Diabetes

The SEND Green Paper is currently offering consultation opportunities for professionals, parents and carers.

It is proposing a Review of Send and new National Standards for SEND Provision to ensure greater consistency across the country.

The standards would:

- Set out a consistent approach to identifying and assessing pupil needs.
- Set out what support is available for different pupil needs and what type setting (mainstream or specialist) should meet these needs.
- Clarify when pupils need an Education Health Care Plan (EHCP).
- Clarify the role of different education and service providers: (eg health and social care) in EHC needs and assessments.
- Clarify who should fund different forms of support.
- Standardise processes for accessing SEND support and reviewing EHC plans.
- Set out how settings should collaborate with pupils, parents and carers so they can be more involved in decision making.
- Set out consistent arrangements for pupils to move between schools, phases and into adult life.

The Consultation will close in July 2022.

Summary details from 'The Key'

The provision for pupils with SEND is delivered by members of the SEND and Inclusion Team:

- Inclusion Leaders - Mr C. Best and Ms Y. D'Souza.
- SEND Lead - Miss J. Ash
- Social & Emotional Support Teacher - Ms. M. Strangeman
- Senior LSA, EAL Lead - Mrs K. Trivedi
- 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 the 'FOCUS' assessment system. Since September 2016, we have also invested in the PIVATs assessment tool for pupils with SEND for whom it is difficult to illustrate a progression profile if their steps of progress do not meet the threshold criteria in the Focus Assessment tool. This system compliments 'FOCUS' but facilitates the slower rate of progress made by some pupils with SEND as 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(s), DH (Assessment Leader) and the SEND Leader in termly Pupil Progress meetings will discuss pupils who 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 and these initial concerns will also be shared with parents.

A 'graduated approach' is implemented to support his /her needs. This approach is outlined below:

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

The class teacher under the guidance of the SEND Leader - Miss Ash carries out this cycle. We invite our parents 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 improvement.

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 /or Miss Ash.

Pupils identified as having SEND will receive support from a variety of interventions ranging from group or individual support in class from the class teacher and Learning Support Assistant (when present) to their participation in intervention groups that will address their specific needs.

Pupils identified as having SEND will have their needs and interventions recorded on a Class Provision Map, an ISP (Individual Support Plan) or GSP (Group 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 or increasing concerns are invited to meet regularly with the SEND Leader and the class teacher in order to discuss their child's SEND Plan to review progress, plan next steps for securing short-term outcomes and discuss long-term outcomes and aspirations.

A record of pupils with SEND is kept on a central list and reviewed termly. In addition to this, we also keep a record of pupils who have specific medical and physical needs. These pupils as well as those who are able and ambitious, vulnerable, disadvantaged or who require Social / Emotional Support due to their home circumstances are also recorded on our Whole School Provision Map to illustrate the full range of support / interventions they receive. This is reviewed half - termly.

The number of pupils on our SEND lists currently is 101 in total.

- **5** – Have an Education Health Care Plan (EHCP).
- **29** – Receive Additional School Support (Support from outside agencies, (eg SALT, OT, BOAT, BDHIS, BVIS CAMHS / STARR)
- **72** – Receive School Support (Support provided by school staff via Quality First Teaching and intervention groups.)

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.

An illustration of Pupils' Attainment is published in a document entitled '**In a Nutshell**' each term.

Evaluation of Impact (How effective is our provision?)

- Pupils and parents are involved in review meetings.
- Parent and pupil surveys are conducted annually.
- Termly reviews of pupils' progress and evaluations of the efficacy of interventions provide us with an insight into the impact of the support given. If little or no impact

appears to have been made strategies are modified or changed. If concerns increase – advice from external agencies is sought.

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

<p>1. How can I let the school know I am concerned about my child’s progress in school?</p>
<ul style="list-style-type: none"> • If you have concerns about your child’s progress you should speak to your child’s class teacher initially. • If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the SEND Leader (Miss J. Ash.) or the Assistant Heads with responsibility for Inclusion, (Mr C. Best and Ms Y. D’Souza). If you are still not happy you can speak to the school SEND Governor.
<p>2. How will the school let me know if they have any concerns about my child’s learning in school?</p>
<p>If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have 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 external agencies to support your child’s learning.
<p>3. How is extra support allocated to children and how do they move between the different levels?</p>
<ul style="list-style-type: none"> • 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, Deputy Head, the Assistant Heads and SEND Leader discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> - 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 <p>Together they agree what resources/training and support is needed.</p> • All resources/training and support are reviewed regularly and changes made as required.

4. Who are the people apart from class teachers providing services to children with SEND in this school?

Directly funded by the school:

- SEND Leader
- Inclusion Manager(s)
- Deputy Head
- Senior LSA specialising in EAL and ASD
- Highly trained Teaching Assistants
- School Welfare/ Medical Officer
- Additional Speech and Language Therapy input to provide a higher level of service to the school.

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)
- CAMHS (Child and Adolescent Mental Health Services).
- STAAR (Supporting the Assessment for Autism Route)
- The Brent Inclusion Team (Supports with behavioural difficulties)
- Complex Needs Consultant (physical/medical disabilities)
- Speech and Language Therapy programmes delivered by LSAs under the guidance of the allocated speech therapist for those children with a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority).
- 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's job is to support the Class Teacher 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 2021- 22 our Whole School Focus is to maintain the well-being of our pupils by ensuring that the members of the Inclusion Team continue to provide and guide staff towards the Inclusion Resource Bank we have developed for CPD opportunities as part of our Professional Development Plan.

- We will be introducing the Brent Graduated Approach Framework, (GAF) to Teaching and Support Staff. From September 2021 Brent launched a pilot 'Graduated Approach Framework'
 - 'The Graduated Response Framework is an important document for new and experienced professionals, including SENCOs, school leaders and class teachers. This is designed to be a toolkit that ensures consistent high quality SEND provision across educational provision in Brent. the framework follows the principles of the graduated approach and gives detailed guidance on how educational settings can identify the needs of pupils and adapt the teaching and learning approaches – to best suits pupils in each of the areas of SEND, and at the three different stages: Universal, Targeted and Specialist. Alongside the framework is a toolkit – this toolkit provides specific strategies, resources and intervention model – relevant to each area within the framework.'
- We continue to develop our whole school strategies to address closing the attainment and progress gaps for specific groups of pupils. Supporting staff to develop the curriculum to explore and develop Emotional Literacy and Mental Health strategies continues to be an important focus particularly with the challenges presented by the COVID 19 Lockdown. We aim to encourage staff to maintain good practice in ensuring that our pupils can access the curriculum and feel supported emotionally.
- CPD is also provided by SALT, BOAT, OT, EP BDHIS, BVIS and NHS diabetes Nurses as they provide a consultative approach to providing advice on how best to support our pupils.
- Individual teachers and support staff may also attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg. from BOAT. BVIS, BDHIS, SALT etc. 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 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.
- Some pupils with SEND may require a modified time table; 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 entered into the whole school Pupil Progress and Tracking data. (See **page 4**) of this report.
- If your child is not yet working 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. (Please see information about assessment on **page 4** of this report.)
- At the end of each key stage (i.e. at the end of year 2 and 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 usually published nationally*. **(The return to the SATs following COVID 19 Lockdowns in 2020 and 2021 For 2021 -22 the SAT results will not be shared nationally).**
- Children at 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 made.
- The provision for children with an EHC Plan and a high level of need have an Individual Support Plan (ISP). Pupils with more moderate needs have their provision recorded on a group Provision Map. 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 is 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 Heads (Inclusion Leaders) and the SEND Leader are all involved in the monitoring of pupil progress, (see **page 4** of this report).

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.
- 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 shared with teachers and parents.)
- 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 actively encouraged to support shared goals at home.
- Access to SEND Information Advice and Support Service (SENDIAS) and to other parent support groups / workshops.

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 a high self-esteem - 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, medical and social welfare of every child in their class; therefore s/he would be 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 managing 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 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 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 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.
- 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 are invited to share information and pass on 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 Lead LSA 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 paper work is 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 focussed learning opportunities 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 to ensure all relevant paperwork is passed on and all needs are discussed and understood.
 - If your child has 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 have the opportunity 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 where 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?

- 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 significant behavioural difficulties, a **Behaviour Support Plan (BSP)** is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- 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 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 for 100% attendance.
- In 2017-18 a new initiative, 'The Golden Peg Award' was launched to reward 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 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.
- Funding for SEND for pupils receiving School Support provides classes with group support from additional adults according to the needs of pupils in specific lessons.
- Some pupils receive support from experienced teachers or a Learning Support Assistant in small withdrawal groups for Literacy and Maths.
- 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), hearing Impairment (BDHIS) ASD (BOAT), ADHD (the Behaviour Support team), LAC (Looked After Children) and Health Professionals including – GPs, school nurses; CAMHS - clinical psychologists, paediatricians; speech & language therapists; physiotherapists; occupational therapists 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?

- We have a Social and Emotional Support teacher who is a trained councillor and play therapist.
- Our Senior LSA has specialist training in ASD and EAL.
- Most 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.
- Four of our LSAs have received training from speech therapists in the implementation of a Social Skills programme.
- Staff members have received training from BOAT, SALT, BDHIS and BVIS and most recently two staff members have received training from BDHIS.
- The SLT members of the Inclusion Team attended a series of training sessions on Emotional Coaching. The Inclusion Team members 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.

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 Accessibility Policy
- Roe Green Junior School's Medical Policy
- Roe Green Junior School's Anti Bullying Policy
- Roe Green Junior School's Safeguarding Policy

Addendum COVID 19

From March 2020 – to the academic year 2020 – 2021

It was necessary to implement some modifications to the provision of SEND at RGJS.

Annual Reviews, SEND Plan and Transition meetings

- Annual Reviews and Final SEND Plan meetings had to be conducted virtually or as blended meeting in which participants attended in person or virtually according to their circumstances / preferences.
- Proformas were modified by SENAS and RGJS to accommodate these changes.
- It is anticipated that we will continue to conduct SEND Plan Meetings and Annual Reviews in this way for the remainder of this academic year.

Due to the Lockdown from March – June / July 2020 it was necessary to modify the usual pattern of termly assessment:

- As it was not possible to conduct Summer Term assessments for Literacy and Maths it was agreed that ALL Year Groups would undertake a Baseline Assessment in the Autumn Term. The purpose of this was to enable teachers and support staff to address any 'gaps' in the pupils' learning. This was completed Oct/Nov 2020 using NFER tests for autumn term of the current year group. Where pupils are working below this level, a previous year test or differentiated assessment was used. This NFER data is recoded on school data spreadsheets and used to aid teacher assessment for the end of Autumn 2020.

Provision / Intervention

- For Term 1 of the academic year commencing September 2020 it was ~~been~~ necessary to modify the structure of intervention groups to comply with our year group 'Pods' to ensure COVID security. Not being able to mix / blend age groups has lessened our breadth of support. This means that it has been necessary to reduce the number of intervention sessions for
- a number of pupils across each year group.

Remote Learning - Spring term 1- 8.03.21

- There are small group online intervention sessions in each year group for SEND/Beginner EAL pupils.
- Pupils attend intervention sessions in addition to their Class Meetings for 2-3 sessions each week.

- Pupils struggling to access any form of remote learning ~~have been~~ were provided with learning packs.
- Years 5 & 6 continue to deliver Maths sets 4 x p/w.