

# SEND INFORMATION REPORT

At Sinai Jewish Primary School we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. For some children there are occasions when further additional support may be needed to help them to make the best possible progress in school.

Sinai is a fully inclusive school and aims for 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).

Children are identified as having SEND when they have a significant learning difficulty or disability which calls for provision to be implemented that is additional to, or different from, the provision that is typically in place for other children of the same age in a mainstream setting. The school then have specific needs based plans that help support their development and accelerate progress.

The four broad 'areas of need' are:

- Cognition and Learning i.e Global Development Delay, Moderate Learning Delay
- Communication and Interaction i.e. autism, receptive and expressive language difficulties and social communication difficulties
- Sensory and Physical Needs. i.e. Hearing impairment, visual impairment, fine motor difficulties, gross motor difficulties and physical disability
- Social, Emotional and Mental Health Difficulties i.e. behavioural difficulties, ADHD, ODD and OCD

Many children have more than one need or difficulty. We work closely with the family and outside agencies to ensure that we provide an inclusive education.

In September 2018 Sinai Jewish Primary School have 7.8% of pupils on the SEND register. The breakdown of the register is as follows (some children will be on for multiple reasons)

- Cognition and Learning (1.8% of whole school population/ 22.9% of SEND population)
- Communication and Interaction (3.5% of whole school population. 43.8% of SEND population)
- Physical and Sensory (1.6 % of whole school population/ 20.8% of SEND population)
- SEMH (1% of whole school population/12.5% of SEND population)

## **What is the Local Offer?**

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

## **The School SEND Information Report**

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

## **If your child has Special Educational Needs, what can Sinai Jewish Primary School offer you?**

We embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

Below are some questions you may have about SEND provision at Sinai Jewish Primary School. Please scroll down towards the end of the document for a Glossary of Terms and Abbreviations.

You can also follow the links below to read the main documents that have informed our SEND policy and Information report:

### **Brent Local Offer**

<https://www.brent.gov.uk/localoffer>

### **Harrow Local Offer**

<http://www.harrow.gov.uk/localoffer/>

### **Barnet Local Offer**

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

### **Hertfordshire Local Offer**

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer>

### **Camden Local Offer**

<https://www.camden.gov.uk/ccm/content/education/schools/special-educational-needs/send-reforms-and-camdens-local-offer/>

### **SEN Code of Practice**

<https://www.education.gov.uk/.../DFES%200581%20200mig2228.pdf>

### **Supporting Children at school with Medical Conditions:**

<https://www.gov.uk/government/publications/supporting-pupls-at-school-with-medical-conditions>

**You can also follow these links to access the following relevant documents on our website:**

[SEND and Inclusion Policy](#)

[Behaviour Policy](#)

[Anti-Bullying Policy](#)

[Safeguarding and Child Protection Policy](#)

Supporting Pupils with Medical Conditions Policy

Equality Policy

Accessibility Policy and Plan

Pupil Premium Reports

Complaints Procedure

## **Who are the best people in school to talk about my child's difficulties/Special Educational Needs or Disability (SEND)?**

All members of staff can be contacted via the school office on 0208 2014 1550 or via email. Each staff's email address is the first initial of their name and their surname followed by @sinai.brent.sch.uk.

### **The class teacher**

Responsible for

- Delivering Quality First teaching – targeted classroom teaching.
- Providing in class interventions where appropriate, alongside a relevant provision map outlining the support and its impact.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Inclusion Leader/SENDCO know as necessary.
- Writing SEND support plans (following the assess, plan, do, review process which is explained fully in the SEND and Inclusion policy) – sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEND And Inclusion Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **The SENDco: Mrs Lisa Facey**

Responsible for

- Developing and reviewing the school's SEND and Inclusion policy.
  - Co-ordinating all the support for children with special educational needs and disabilities (SEND).
  - Ensuring that you are
    1. i) Involved in supporting your child's learning
    2. ii) Kept informed about the support your child is getting on
- iii) Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
  - Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
  - Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Mrs Facey can be contacted via email: [ldwyer@sinai.brent.sch.uk](mailto:ldwyer@sinai.brent.sch.uk)

### **The Pastoral Support Lead: Mrs Linzi Solomons**

Responsible for

- Developing Individual Behaviour Support Plans with input from all staff involved with that child along with the parents/carers and the child themselves.
- Working with teachers to ensure effective implementation of agreed strategies/provision.
- Providing direct support for identified children with emotional needs through mentoring and developing children's own strategies to build up emotional resilience.

### **Teaching Assistants**

Sinai have a large team of experienced Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) who support groups of children or individuals in class and/or through delivering high quality interventions.

### **The Head teacher: Mrs Juliette Lipshaw**

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the Inclusion Leader/SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

### **The SEN Governor: Mrs Caroline Laitman**

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Mrs Laitman meets termly with the Inclusion team to discuss provision developments and how best to improve the service. This information is fed back to School Governors.

## **How does Sinai identify if my child needs extra support?**

Information about the child's strengths and needs will be received from the child's previous setting where applicable.

We know when pupils need additional support if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made. This will be evident through the close tracking and monitoring of each child by class teachers and the senior leadership team
- There is a change in the child's behaviour or progress

## **How will I know how Sinai will support my child?**

- When concerns are raised, whether from staff or parents/carers, an initial concern form is completed and this then starts the graduated response and the cycle of 'Assess, Plan, Do and Review' (explained more fully in the SEND and Inclusion Policy).
- Any concerns raised and actions agreed between the Inclusion Leader/SENDSCO and class teacher will be shared with the parents/carers.
- Each child's educational provision will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small intervention group. This will be run by the teacher or teaching assistant.
- Any additional provision, including specific interventions, will be recorded on the year group provision map and parents are able to have a copy of their child's individual provision map.
- The length of time of any intervention will vary according to need, but will be reviewed to find out if it has been effective and decide where to go next, at least termly.
- At each point of reviewing progress, the parents/carers will receive feedback and be a part of deciding what the next steps are for your child, including considering if external professional input is needed and therefore determining an identified special educational need.
- Where there is external professional input, a SEND support plan – Personal Learning Goals or an Individual Support Plan – will be written by the class teacher with the support of the Inclusion Leader/SENDSCO drawing on the advice from the external professional/s involved. This is then agreed to by all involved including the parents and the child and will be reviewed three times in the year at the half term point.
- All resources/training and support are reviewed regularly and changes made as needed.

## **How do you adapt the curriculum and learning environment to match my child's needs?**

- Class teacher input through excellent Quality First teaching

### **For your child this would mean**

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the Inclusion Leader/SENDSCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specialist equipment is provided to make classroom life easier, such as concentration cushions, tangle toys, writing aids and some pupils have laptops for personal use.
- Sinai Jewish Primary School has a rich and varied programme of after-school and lunchtime clubs for pupils.

### **Specific group or individual work**

This includes intervention or support which may be:

- Run in the classroom or an intervention room.
- Run by a teacher or a teaching assistant (TA).
- Specialist groups run by outside agencies, e.g. Speech and Language therapy or
- Groups run drawing on direct advice from outside agencies.

In the case of the last two instances this means that a pupil has been identified by the Inclusion Leader/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Services (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

**If outside agencies need to be involved:**

- You will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

**Tailored specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will likely need on-going specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service

(for students with a hearing or visual need).

- Outside agencies such as the Speech and Language Therapy (SALT) Service.

**For your child this would mean**

- The school (or you) can request that the Local Authority Services (where you reside) carry out a statutory assessment of your child's needs. This is a legal process that sets out the amount of support that will be provided for your child.
- The request is sent before a panel of professionals (with a lot of information about your child, including from you), who then decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.
- If they do not think your child needs this, the request will be rejected and they will ask the school to continue with the current support.
- If it is agreed, they will ask all professionals involved with your child to write a report outlining their educational advice based on your child's needs. An Educational Psychologist from the borough will carry out a further assessment, and will work with your child and also meet with you and school staff so as to inform their advice. Both school and parents have the opportunity to submit further advice if relevant.
- After the reports have all been sent in, the panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current

level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the number of hours of individual/small group support your child will need and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

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

- Your child's progress will be continually monitored against age related expectations (ARE) by his/her class teacher.
- The Deputy Head Teachers, Mrs Gough and Mrs Kaye, alongside Mrs Facey and Mrs Lipshaw, all monitor progress and achievement for different groups of children.
- Progress is reviewed formally every term and assessed against national expectations in reading, writing, maths and science during the Pupil Progress Meetings
- At the end of Year 1, children are assessed in phonics and results are compared nationally.
- 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). This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have an Individual Support Plan which will be reviewed with your involvement, every term and the plan for the next term made, The targets will be SMART (small, measurable, achievable, realistic and time-bound)
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. A termly review will also be carried out for pupils with an EHC plan or more complex needs, the pupil is involved in this meeting, where appropriate.
- The Inclusion Team will also monitor your child's progress by evaluating the impact made by any individual work and/or any intervention that they take part in. This impact is measured through baseline and exit assessments carried out.
- The Senior Leadership Team (SLT) and Subject Co-ordinators will also carry out regular book and planning scrutinies and lesson observations to ensure that the needs of all children are met and that the quality of teaching and learning is high.

## **How will I know how my child is doing?**

- You will be able to discuss your child's progress at Parents' Evening.
- Appointments can be made at the school office if you wish to speak in more detail with the class teacher and/or Inclusion Leader/SENDCO.
- If your child has external professionals involved, you will receive a reviewed and updated support plan termly. On receiving the updated support plan, you are invited to schedule a meeting with the Inclusion Leader/SENDCO and class teachers should you wish to discuss your child's progress further.
- If your child has an EHC Plan there is also an Annual Review where all staff involved with your child discuss your child's progress and next steps. The paperwork for this gets sent to the Local Authority (LA) so that they then update the EHC Plan yearly and all involved receive copies of this.
- All parents/carers will receive an end of year written report detailing their child's progress across the curriculum.

## How will you help me to support my child's learning?

- The school communicates with parents via the weekly class newsletter, which sets out the learning and activities that have been undertaken over the course of the week and informs parents about the learning planned for the coming week. This provides an opportunity for you to discuss with your child what they have been learning and what they will be learning. You can help them to extend their knowledge through their own research or reading.
- The Mathematics homework, which is accessed online, can be seen by parents as well as pupils so that parents can be clear about the maths learning that their children are being asked to do.
- Where relevant, homework given will be differentiated.
- The class teacher may suggest further ways of how you can support your child.
- The Inclusion Leader/SENDCo will work with external agencies to support you in any strategies that may help your child's learning.
- Strategies which you can use to help your child will be listed on your child's Individual Support Plan.
- If outside agencies have been involved with your child; they often provide recommendations for both home and school
- Occasionally, the school or external agencies run workshops for parents to help you support your child with academic learning or with specific identified needs.
- Parents play an active part in school life and are always welcome to be a volunteer in school.

## What support will there be for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. The staff believe that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after your child.
- The Class 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 will liaise with the Inclusion Team for further advice. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.
- The Inclusion Team have an open door policy that enables pupils and parents to speak to them with any concerns they may have.
- Class Teachers are able to refer children to our School Counsellor, Mrs Plaskow who will provide family work and individual sessions to children when necessary. Mrs Plaskow also holds weekly drop in sessions for children to attend independently.
- Our Behaviour Policy and Anti-Bullying Policy, which both include guidance on expectations is fully understood and consistently put in place by all staff.
- We regularly monitor attendance and take appropriate steps to encourage punctuality and prevent unauthorised absence.
- Children's views are sought via School Council and other forums such as pupil questionnaires. Their ideas are listened to and valued.
- Sinai has an experienced teaching assistant in the role of Behaviour Lead. Mrs Solomons works full time to support children's emotional and social well-being. Alongside the Inclusion Team, Mrs Solomons works with staff to help ensure effective strategies and provision are in place so children feel safe and nurtured and then ultimately able to access the curriculum. Mrs Solomons works directly with individual children in the classroom and outside of the classroom.
- As well as in class support there is a range of further support that we can offer which includes:
  - 1:1 support from our School Counsellor, Mrs Elizabeth Plaskow
  - Lunch time clubs

- Whole class PSHCE
- Social skills groups including Lego Therapy
- Art Therapy [working with charities including 'Arts Therapies for children' ([artstherapies.org.uk](http://artstherapies.org.uk)) and Chai Cancer Care]
- TAMHS: group family therapy in school led by a Clinical Psychologist
- 1:1 mentoring
- 1:1 support with Inclusion Leader

### **Pupils with medical needs:**

- The school has a policy regarding supporting pupils with medical conditions which is available on the website and should be referred to for further details (a link to this policy has been given at the start of this report).
- Parents need to contact the Mrs Helen Collins, the school's Welfare Officer, if health professionals have prescribed medication to be taken during the school day. She will organise the appropriate administration of the medication and its safekeeping.
- 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.
- If a pupil has a medical need than a Care Plan is compiled by the School Nurse in consultation with parents/carers.
- A number of teachers and Teaching Assistants have regular First Aid Training and Paediatric First Aid Training.
- The SENCO is able to access specialist services – see below.

## **What specialist services and expertise are available to the school?**

Referral to external professionals in order to gain specialist assessment and guidance can be progressed through the Inclusion Leader. No referrals will ever be made without full consultation and agreement with parents.

The following are the range of professionals that we work with:

- Brent Educational Psychologist
- School Nurse
- Brent Speech and Language Therapists (as well as therapists from other boroughs for children in the Early Years)
- Occupational Therapy and Physiotherapy (linked to residential borough of child)
- Developmental and Co-ordination Disorder Clinic (linked to residential borough of child)
- Brent Outreach Autism Team (BOAT)
- Autism Advisory teachers from Harrow, Barnet, Camden and Hertfordshire
- LA Deaf and Hearing Impaired Service (BDHIS)
- LA Visual Impairment Service (BVIS)
- CAMHS: Child and Adolescent Mental Health (linked to residential borough of child)
- The Tavistock Centre
- SPLD Consultant/Assessor
- TAMHS (Targeted Mental Health in Schools)
- Paediatric Services (linked to residential borough of child)
- Brent Inclusive and Alternative Education Service
- Parent Partnership services (linked to residential borough of child)
- Norwood/Binoh

- Chai Cancer Care (through Art therapy and general support)
- Grief Encounter
- Children and Young People's Services
- Education Welfare Officer
- Residential and respite support such as Collingham Child and Family Centre

Due to many of the children living in boroughs outside of Brent, referrals to NHS professionals are usually accessed through the GP and the Inclusion Leader/SENCO will be able to provide a supporting letter detailing the school's concerns to support the referral.

At times where there is increased concern around a child's progress due to their complex needs or circumstances, the school may organise a Team Around the Family (TAF) meeting to include all external professionals, relevant school staff and parents/carers. If it is felt that further support needs to be accessed the school can initiate a CAF (Common Assessment Framework). This is done through the Child and Family Services and will ensure a team of professionals and family members meet regularly to review the help and support in place to meet the needs of one or more of the family, as well as open up new avenues of support. If a CAF is considered, the Inclusion Leader will meet with the parents/carers to explain about the process and will only be initiated with parental/carer consent.

## **What training have the staff, supporting children with SEND had or are having?**

- The Inclusion Leader's role is to support the staff in planning appropriate provision for children with SEND.
- Teachers, HLTAs (High Level Teaching Assistants) and TAs (Teaching Assistants) access external training to enable their Continued Professional Development (CPD).
- In-house and external training are offered to help staff develop and build the skills and knowledge required to improve the teaching and learning of all children, including those with SEND.
- All teachers and TAs have had training on ASD, Dyslexia, Selective Mutism, Mental Health, Behaviour management and the teaching of Phonics as well as the necessary Safeguarding training, with training delivered by external professionals.
- A number of TAs and teachers have worked 1:1 with and received direct training from the Speech and Language therapist, Teacher of the Deaf and Autism Advisory teachers to implement a range of strategies as well as deliver specific programmes of support for identified individuals.
- All TAs have had training in implementing Precision Teaching intervention, Colourful Semantics as well as effective strategies in scaffolding children's learning including questioning.
- Our SENDCo, Mrs Facey, is a qualified and experienced teacher.
- Mrs Facey continues to seek out specialist training in order to remain informed and well skilled on all matters concerning Inclusion including safeguarding. This includes attending SENCO network meetings.

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

- At Sinai, children have a wide range of extra-curricular activities to enjoy. Some clubs are run by school staff, some by external professionals, all with appropriate qualifications and CRB clearance. All children, regardless of their level of ability, are encouraged to take advantage of these activities. Every effort will be made to reduce barriers to participation.
- School trips, including residential, are a regular feature at Sinai. These experiences are hugely enriching both from a learning and social aspect. All children are encouraged to participate. A risk assessment would be carefully considered and shared with parents/carers well in advance of the trip to ensure all children can be confidently and safely included regardless of their level of SEND. It may be necessary to make some reasonable adjustments to the trip's events and activities to enable as much participation as possible. This would be discussed with parents/carers prior to the trip.

## **How accessible is the school environment?**

- We have an Accessibility Policy and Plan in place (a link to this policy can be found at the start of this report) and, where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010.
- All children will have an assessment on entry to the school and reasonable accommodations will be made.
- The building is accessible to children with physical disability via ramps. The ground floor of the building is accessible to those with physical disabilities.
- 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.
- There are wide doors in some parts of the building.
- As a school we are happy to discuss individual access requirements beyond this.

## **How will the school prepare and support my child when joining the school, transferring to a new school or moving on to the next stage of education and life?**

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 Inclusion Leader/SENCO and ensure he/she knows about any special arrangements or support that your child may need.
  - We will make sure that all records about your child are passed on.
- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher, with the involvement of the Inclusion Leader where relevant. All support plans will be shared with the new teacher.
  - If necessary, a transition meeting between staff and parents/carers can also be arranged.
  - All the children visit their new class at the end of the summer term during a 'handover morning'. If your child would benefit from more than one visit, or additional meetings with their new teacher, this will be put in place.

- If your child would be helped by a transition book and/or social stories to support them in understanding moving on, then it will be made for them.
- In Year 6:
  - The Inclusion Leader will meet the Inclusion Leader of the relevant secondary school to discuss the specific needs of your child.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
  - We run a transition programme in Y6 to support all the children to experience the transition to secondary school positively.
  - We write social stories and offer 1:1 support with children, if transition is potentially going to be difficult.
  - When children are preparing to leave us for a new school, we arrange additional visits where possible.
  - 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 an EHC Plan an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend along with parents/carers, and any other professionals involved.

## **How are resources allocated and matched to children's special educational needs?**

- The school budgets include money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The SEND budget is allocated for each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- Pupil Premium was introduced in 2011 and is allocated to schools for pupils who have been registered for free school meals (FSM) and at any point in the last 6 years. Schools also receive funding for Looked After and adopted Children.
- The school can apply to the Local Authority for Top-Up Funding for a pupil if they have a high level of need and costs exceed that which has already been allocated to school funds for that pupil. This is typically done through applying for medical funding, exceptional circumstances or an EHC Plan.
- The SENCo holds a small budget for aids/resources and some CPD.
- During examinations SEN pupils may qualify for extra time, someone to write or read for them and/or have rest breaks.
- All resources/training and support are closely monitored and reviewed regularly to ensure value for money, with changes made as needed.

## **How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Parents' Evening
- Discussions and meetings with Mrs Facey and other professionals

- Parents are encouraged to contribute and/or comment upon their child's SEND support Plan and will be given the opportunity termly to attend review meetings to discuss these in more detail
- Parents and pupils are invited to complete feedback questionnaires for specific intervention programmes.
- Parents are also encouraged to seek support from the Parent Partnership Services if necessary.

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

- We value and celebrate each child being able to express their views on all aspects of school life.
- Class Teachers will meet regularly with all children where they will be able to contribute to towards setting their own targets (including their Individual Support Plan targets).
- If your child has 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.
- The Inclusion Team have an open door policy which enables children to come and discuss issues that are worrying them.
- The school also has a School Counsellor that provides children with a safe place to talk about any worries or problems.
- Each class has a democratically elected school counsellor that represent the views of their class in the school council meeting.
- Questionnaires are administered to pupils with SEND to help us understand how we can support them further.

## Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the relevant member of staff or email them directly.

In the first instance you are advised to speak to the class teacher. If any issues remain unresolved you can speak with Mrs Facey, The Inclusion Leader and if needed with the Head teacher, Mrs Lipshaw.

If you have a complaint about the provision for your child then you can follow our complaints procedure which can be found on the website (a link has been given at the beginning of this report).

Here is a glossary of the most used SEN terms, which are often abbreviated.

<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit and Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BOAT</b>	<b>Brent Outreach and Autism Team</b>
<b>BST</b>	<b>Behaviour Support Team</b>
<b>CAF</b>	<b>Common Assessment Framework</b>

<b>CAMHS</b>	<b>Child and Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EHCP</b>	<b>Education, Health and Care Plan</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EPS</b>	<b>Educational Psychology Service</b>
<b>EWO</b>	<b>Educational Welfare Officer</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>ISP</b>	<b>Individual Support Plan (replaced IEPs for those children with an EHC Plan)</b>
<b>KS</b>	<b>Key Stage</b>
<b>LA</b>	<b>Local Authority</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PPG</b>	<b>Pupil Premium Grant</b>
<b>PSP</b>	<b>Pastoral Support Plan</b>
<b>SALT</b>	<b>Speech and Language Therapist</b>
<b>SEMH</b>	<b>Social, Emotional and Mental Health</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs and Disability</b>
<b>SLCN</b>	<b>Speech Language Communication Needs</b>
<b>SPLD</b>	<b>Specific Learning Difficulty</b>
<b>TAC</b>	<b>Team around the Child</b>
<b>TAF</b>	<b>Team around the Family</b>
<b>VI</b>	<b>Visual Impairment</b>

