

SEND information report 2021-22

At Gladstone Park we have a similar approach to other Brent schools to meeting the needs of pupils with special educational needs and disabilities (SEND) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The Local Authority has described their Local Offer for children with SEND in Brent school at www.brent.gov.uk/localoffer

We are a fully inclusive mainstream school and aim 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).

This document is intended to give you information regarding the ways in which we ensure we support all our pupils including those with SEN and disabilities, in order that they can reach their 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.

The Code of Practice (2014) defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

Where pupils’ progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made. Once this occurs, we have specific needs-based plans which help support their development and accelerate progress.

Children at Gladstone Park make good progress. Our SEND policy is available on the school website. If you would like further information about what we offer here at Gladstone Park or are considering whether your child should join the school, then please do not hesitate to contact us directly.

SENCo: Mrs Nasreen Iqbal Contact: 0208 452 1350
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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 have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Iqbal (SENCO) to discuss this further.

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 sufficient 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, implement and review any additional support your child may receive
- Discuss with you any possible 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 includes money for supporting children with SEND.
- The head teacher and the SENCO 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
 - decide what resources/training and support is needed.
- Where a child is not making expected progress, then

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

Directly funded by the school:

- SENCO with NASENCO qualification
- Three specialist teachers
- Trained Teaching Assistants
- 1 Higher Level teaching Assistant (HLTA)
- Place 2 Be counselling service
- Speech and language trained TA
- Sensory circuits to aid gross motor skills
- 4 Mental Health first aiders
- There are 14 First Aiders

Other services used 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 an Education, Health and Care Plan) EHC Plan (provided by Health but paid for by the Local Authority)
- School nurse
- Occupational therapy
- Speech and language therapy at School Support level
- Brent Inclusion Support Service
- WEST (Well-being and Emotional Support team)

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

- The SENCo'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 autistic spectrum disorder (ASD) 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 e.g. from BOAT.

6. *How will the curriculum be matched to my child's/young person's needs?*

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher, and assessments.
- **Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.
- **Do** - providing the support – extra assistance for learning – as set out in the plan.

- **Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Gladstone Park Primary adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school.

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

- Your child’s progress is monitored against age related expectations (ARE) by his/her class teacher.
- His/her progress is formally tracked termly in reading, writing and maths.
- At the end of Year 1, children are assessed in phonics and results are compared nationally.
- At the end of Key Stage 1 (i.e. at the end of Year 2) all children are teacher assessed and results are used to measure progress and are compared nationally.
- At the end of key stage 2 (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 with an EHC Plan will have an Individual Support Plan (ISP) which will be reviewed with you and your child’s involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an annual review with all adults involved with the child’s education.
- The SENCo will also monitor 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 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 school so similar strategies can be used.
- The SENCo* 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 differentiated for your child where required.

- A home/school liaison 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.

*In light of our current safety measures all, meeting will be either by telephone or carried out virtual

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

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. The class teacher has overall responsibility for the pastoral 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.
- We follow a whole school structured PSHE curriculum called Jigsaw, which has a strong emphasis a mindfulness approach. In addition to this, it also supports pupils' emotional literacy, building resilience, nurturing mental and physical health.
- We also have Place 2 Be and Place 2 Talk.

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

- The school has a policy regarding the administration and managing of medicines.
- Parents need to contact the school office if medication is recommended by Health professionals to be taken during the school day and fill in a request form.
- On a day-to-day basis the Welfare Officer 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 can manage medical situations.

11. How is Gladstone Park 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. 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.
- Children with specific physical disabilities (e.g., mobility, visual) will be catered for according to their specific needs at the time.

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 SENCO 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.
- 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. All support plans will be shared with the new teacher.
 - If your child would be helped by a book to support them in understanding moving on then it will be made for them.
- In Year 6:
 - The SENCO will meet the SENCO 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 write social stories with children if transition is potentially going to be difficult for them.
 - When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' school runs a programme specifically tailored to aid transition for the more vulnerable pupils.
 - We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
 - If your child has an Education, Health and Care Plan (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 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.
- 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.
- Pupil voice is carried out termly.

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 and at risk of exclusion, we involve the inclusion support service, who may write a support plan alongside the child and parents, set relevant set targets, and have regular review meetings.
- 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.
- Attendance of every child is monitored daily by the Attendance Officer. Lateness and absence are recorded and reported upon to the head teacher. Good attendance is actively encouraged throughout the school. We expect at least 96% attendance for every child.

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

16. How are school 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 teaching assistants 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 highest level /complex needs are given the most support often involving a Learning Support Assistant (LSA).

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

- Our SENCo 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 include: educational psychologists, specialist services for HI (hearing impaired)/VI (Visually impaired)/ASD the Inclusion 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 member of staff trained as a specialist dyscalculia teacher and a Numbers Count teacher.
- We have 1 Reading Support teacher
- All TAs have had training in delivering speech & language programmes from speech & language therapists.
- All our TAs are trained in implementing Precision Teaching intervention.
- All our TAs have had training in delivering phonics programmes.

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 complaints procedure.
- The disagreement resolution service (for disagreements between parents/pupil and the LA or parents/pupil and the educational provider).
- Complaints to OFSTED (about whole SEN 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).

20. How can I get involved in the school as a parent?

- We have "curriculum evenings" * to inform parents on ways they can support their children at home.
- Coffee mornings
- Parent questionnaires
- Parents are welcome to help as volunteers
- Parents are invited to Special assemblies and concerts

*In light of our Covid-19 safety measures, we are not having onsite meetings and are using alternate methods to communicate with parents