



Parent Information: Princess Frederica CE VA Primary School SEND offer 2017-18

Princess Frederica CE VA Primary School is a multicultural school which nurtures Christian faith and behaviour. We promote excellence so that each child is inspired to achieve, and provide opportunity within a safe, caring and challenging environment where everyone is valued.

This document is intended to give you information regarding the ways in which we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It is not however, an exhaustive list.

Children are identified as having SEND 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 which help support their development.

Children at Princess Frederica CE VA Primary School make good progress and achieve well.

The Princess Frederica CE VA Primary School website also offers useful information about the provision the school offers.

Please see below the Princess Frederica CE VA Primary School SEND Offer.

The local authority has also put in place an offer for children and young people with special educational needs and disabilities. It can be found at: <https://www.brent.gov.uk/localoffer>

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, after meeting with your child's teacher, you still have concerns then you should follow the graduated approach of DoTL, SENCo, Headship team and as a final resort only, the SEND Governor.
- The SENCo at Princess Frederica CE VA Primary School is Dr Jane Oliver. She can be contacted via e mail: admin@princessfrederica.brent.sch.uk or phone: 0208 969 7756.
- The SEND governor for the 2015-16 academic year is Ms Rachael Newberry. She can be contacted via e mail: admin@princessfrederica.brent.sch.uk

Brent Local Offer: <https://www.brent.gov.uk/localoffer>



2. How will the school let me know if they have any concerns about my child's learning in school?
<p>All parents receive detailed termly and end of year reports about their child's learning and progress. Parents and carers are invited to meet with their child's class teacher at several points during the year. 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> <p>https://www.brent.gov.uk/localoffer 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 and work on strategies for home support. • plan any additional support your child may require in school and at home. • 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?
<ul style="list-style-type: none"> • The school budget, received from Brent LA, includes money for supporting children with SEND. • The headteacher decides on the budget allocation for special educational needs and disabilities (SEND) in consultation with the school governors, on the basis of needs in the school. • The headteacher and the SENCo discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> o the children getting extra support already o the children needing extra support o the children who have been identified as not making as much progress as would be expected o deciding what resources/training and support is needed. <p>All resources/training and support are reviewed regularly and changes made as needed.</p>
4. Who are the other people providing services to children with SEND in this school?
<p><u>Directly funded by the school:</u></p> <ul style="list-style-type: none"> • Teachers • Learning Support Assistants • Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Behaviour Support Services <p><u>Paid for centrally by the Local Authority but delivered in school:</u></p> <ul style="list-style-type: none"> • 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) • 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). <p><u>Provided and paid for by the Health Service (NHS Trust) but delivered in school:</u></p> <ul style="list-style-type: none"> • School nurse • Physiotherapy • Occupational therapy • Speech and language therapy at School Support level
5. How are the teachers in school helped to work with children with SEND and what training do they



have?
<ul style="list-style-type: none"> • 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 SpLD, 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 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?
<ul style="list-style-type: none"> • 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. 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. This may include intervention sessions. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. • Homework may be adjusted as appropriate to your child's individual needs.
7. How will we measure the progress of your child in school?
<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term in reading, writing, mathematics and science. • If your child is in Year 1 and above, but is not yet working at National Curriculum level, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. • 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 Year 6 results are published nationally. • Children identified as having SEND and working with multiple external agencies 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 SENCo will also check that your child is making good progress within any individual work and in any group that they take part in. • All interventions that are carried out take children's starting points into consideration and have specific desired outcomes.
8. What support do we have for you as a parent of child with SEND?
<p>At Princess Frederica CE VA Primary School there is a graduated level of support for parents of children with SEND set out as below.</p> <ul style="list-style-type: none"> • Meetings to discuss your child's progress are facilitated on a termly basis. Brent Local Offer: https://www.brent.gov.uk/localoffer • Additional meetings with your child's class teacher can be arranged 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.
- 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.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Support Plans will be reviewed with your involvement each term.
- Access to Parent Partnership and to other parent support groups may be offered.
- School holds coffee mornings related to SEND annually

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

- We are a Christian school where the staff provide a stimulating and nurturing environment. The teachers believe that developing an understanding of the school's 9 Christian values are crucial to all children's well-being. These can be found on the school website.
- 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.
- The Welfare Officer has overall responsibility for the medical welfare of children in the school.
- 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 school's Welfare Officer if medication is recommended by health professionals to be taken during the school day.
- 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 are able to manage medical situations.

11. How is Princess Frederica CE VA Primary School accessible to children with SEND?

- All children will have an assessment on entry to the school.
- The Victorian structure is accessible to children with a physical disability via a ramp in the Foundation stage and Key Stage 2 playgrounds.
- There is a disabled toilet on the ground floor of the building.
- There is a lift from the ground floor to the first and second floors, offering access to the main teaching spaces.
- We ensure that teaching resources and equipment used are accessible to all children in the school.

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:



o We will make every effort to contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.

o We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:

o Information will be passed on to the new class teacher as soon as possible and in most cases, a planning meeting will take place with the new teacher.

o All Individual Support Plans will be shared with the new teacher.

o Where possible, children will meet their new class teacher prior to moving class and have the opportunity to spend time with him/her in their new classroom.

- In Reception and Year 6:

o The SENCO will make every effort to discuss the specific needs of your child with the SENCO of their Nursery or Secondary school, as appropriate.

o We make every effort to liaise with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

o In some cases, for children with an EHC plan a transition meeting will be arranged, staff from both settings and any relevant external professionals will be invited to attend.

o Your child will do focussed learning about aspects of transition to support their understanding of the changes ahead.

o In Year 6, external agencies such as TFL and British Transport Police visit the school to discuss personal safety.

o Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school. Some schools run a programme specifically tailored to aid transition for the more vulnerable pupils.

Brent Local Offer: <https://www.brent.gov.uk/localoffer>

o We sometimes write social stories with children if transition is potentially going to be difficult.

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

- We have a School Council which has a forum for any issues or viewpoints to be raised. School Council meets half termly.
- Children who have Individual Support Plans discuss their targets and progress 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 worry boxes and prayer boxes in every class which are regularly checked by the class teacher and acted upon.
- If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend as appropriate.
- External agencies spend time discussing children's thoughts and views during assessment procedures.

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



<ul style="list-style-type: none"> As a Christian school we have high expectations of the behaviour of all pupils. We have a positive 'stay on green' system that is followed by all staff and pupils. The school's behaviour policy can be found on the Princess Frederica CE VA website. Unacceptable behaviour is dealt with using an appropriate range of sanctions which encourage children to develop good habits. After any behaviour incident, we expect the child to reflect on their behaviour with an adult; often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. If a child has behavioural difficulties an Individual Support Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. External professionals, such as the Behaviour Support services or Preexclusion team may also be invited to attend the target setting meeting. Attendance of every child is monitored on a daily basis by the Welfare Officer. Lateness and absence are recorded and reported upon to the headship team. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. 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?
<ul style="list-style-type: none"> We aim for all children to be included on school trips. 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 the school's resources are allocated and matched to children's SEND needs?
<ul style="list-style-type: none"> 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. The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support, sometimes involving an LSA.
17. What specialist services and expertise are available at or accessed by the school?
<ul style="list-style-type: none"> 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 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?
<ul style="list-style-type: none"> A number of LSAs have had training in delivering general and specific speech & language programmes from speech & language therapists. A number of our LSAs have had training in delivering reading programmes. We have a member of staff who is trained to deliver specialist reading intervention. A number of teachers and LSAs have had training in working with children on the Autism Spectrum.



- A number of teachers have had training in SpLD friendly classrooms and strategies to support children with SpLD.
- Some staff have received training in understanding sensory needs.
- All Key Stage 2 support staff have been trained in delivering working memory intervention.
- Some support staff have been trained to deliver specialist Catch Up maths and literacy interventions.
- All teaching staff are trained in Quality First teaching.
- School has an ongoing programme of Professional Development to ensure that staff are well equipped to support children with SEND.

19. What If I need to complain?

Parents have the right 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. Our complaints procedure can be found on the school website.