

Princess Frederica CE VA Primary School

SEND Information Report 2018 - 19



The kinds of SEND provided for at our School

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome and speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, dyspraxia
- Moderate/severe/profound and multiple learning difficulties

The school has the following policies and processes for identifying children and young people with SEND and assessing their needs

Children with SEND are identified in the first instance through pupil progress meetings and teachers' reports/referrals. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Referrals can be made to the SENDCo by using a Referral to SENDCo form (see SEND POLICY)

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Children who have fallen behind will initially be supported with interventions at Wave 2 (see Waves of Intervention in the SEND POLICY). When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- The SENDCo is Kay Banks, who holds the approved SENDCo qualification.
sendco@princessfrederica.com

The arrangements for consulting parents of children with SEND and involving them in their child's education

- The school uses Learning Support Plans. These plans detail the package of support that is in place for each child with SEND and is agreed with parents, who sign the document, at three points throughout the academic year
- Reviews of these plans will be an indicator of the child's progress towards agreed outcomes and will indicate whether the child needs further intervention to enable them to make progress
- The plans give parents an opportunity to support their children at home
- When a plan is first drawn up it will be explained to parents that this is because the child needs extra support at Wave Three and will now be placed on the school's SEND Register

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- A review of the plans may indicate that a referral to an external agency, such as Educational Psychology is the next step, in which case parents will be fully involved in this decision and in all future meetings and consultations
- Informal meetings take place between parents and staff members (including the SENDCO) throughout the year

The arrangements we have made for consulting young people with SEND and involving them in their education

All children at Princess Frederica are actively involved in their own personal and academic development. Through target setting and dialogic marking, children know their next steps in learning and how to achieve them. At the end of each lesson, all children are encouraged to reflect on their achievement and assess their own learning. In addition to this the school are doing the following:

- Developing 'child friendly' Learning Support Plans
- Ensuring that each child with a Learning Support Plan has an easily accessible copy of their targets, in a format which they can access.

The arrangements in place for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

The school follows the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the needs of each pupil. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The class teacher will then use this assessment to write and review Learning Support Plans which will be reviewed three times a year with parents. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We are currently developing ways of making the children more involved in this process, as appropriate to their age and needs.

The arrangements which have been in place for supporting children and young people in moving between phases of education

Pre-School to Foundation Stage

- All children joining the school at Foundation Stage level have had the opportunity to visit the school and their new classroom
- All children new to the Foundation Stage received home school visits
- Pre-school settings of the children are contacted or visited
- Going forward, in preparation for the new academic year, children already identified as having an EHCP will have the support of transition meetings between key adults and photos and routines will be given to the setting to help prepare them for their change

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Key Stage 2 to Secondary School

- All Year 6 children have PSHE sessions about changing schools.
- All Year 6 children have access to worry boxes and prayer boxes in class.
- Children moving to secondary school visit and have visits from their new setting.
- Some children will work with support staff to undertake additional transition activities.
- Children's records of SEND are sent to secondary schools.
- The Year 6 teachers, leadership team and SENDCo liaises with the SENDCo and year leaders at the relevant secondary schools to ensure that the school has a full picture of the child and their strengths and needs in advance.

The approach to teaching children and young people with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality, Wave 1 teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide the following interventions at Wave 2 and 3:

- Five Minute Box
- Number Box
- MEEMO
- Specific SaLT groups in conjunction with the speech & language therapist
- Other targeted interventions for specific groups/individuals, as required

How adaptations are made to the Curriculum and the learning environment of young people with SEND

We make the following adaptations to ensure all pupils' needs are met:

- At Wave One work is scaffolded to ensure that all children can access the learning objective
- Using recommended aids, for example, laptops, coloured overlays, visual timetables, larger font.
- Use of work stations and other strategies to support pupils on the autistic spectrum
- Use of pre-teaching of key vocabulary
- Differentiated questioning
- We have Learning Support Assistants who are trained to deliver interventions such as MEEMO and Five Minute Box and Number Box. LSAs work with children on a one to one or small group basis, depending on need. They offer in class support (under the direction of the class teacher) and withdrawal when needed.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise is used

- The school SENDCo, Kay Banks holds the Nationally recognised SENDCo qualification
- All staff receive training in SEND annually as part of a rolling programme of CPD. They also receive other training as required, for example training delivered by the SaLT in the use of Communication Keys
- LSAs are directed by the class teacher's to deliver specific interventions, in consultation with the SENDCo. These are delivered according to need and are specified in children's Learning Support Plans.
- SaLT interventions are regularly delivered by TAs, under the direction of the Speech & Language Therapist
- Recommendations made by the EP, OT and other professional are incorporated into

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Learning Support Plans
How the effectiveness of the provision made for children and young people with SEND is evaluated
<ul style="list-style-type: none"> • Regular reviews of pupils' progress towards the individual targets in their Learning Support Plans • Gaining feedback from parents and pupils at Learning Support Plan reviews • All interventions are baselined and are reviewed for impact after a minimum of six weeks • Monitoring by the SENDCo • Holding annual reviews for pupils with SEND or EHC plans
How children and young people with SEND are enabled to engage in activities available to children and young people in school who do not have SEND
<p>Princess Frederica is an inclusive school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. In some cases a risk assessment will be completed before a pupil with SEND participates in an extracurricular activity. This is to ensure that the right level of support can be put in place.</p> <ul style="list-style-type: none"> • All pupils are encouraged to go on our residential trip(s) • All pupils are encouraged to take part in sports day/school plays/special workshops • We encourage visitors who can contribute to a rich and varied extra-curricular offering and no pupil is ever excluded from taking part in these activities because of their SEN or disability
The support for improving emotional and social development
<p>We provide support for pupils to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> • Pupils with SEND are encouraged to be part of the school council • Classes all have worry boxes • We have a zero tolerance approach to bullying
How the school has involved other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
<p>The school works closely with a range of services in Brent including Educational Psychology, BOAT, SENDIAS and SaLT. We have an attached Educational Psychologist and Speech & Language Therapist. The SENDCo holds termly planning meetings with them to identify and prioritise cases. We pride ourselves on recognising the support and contribution that other professionals make and seek to work in a multi-disciplinary way whenever possible. We work with the following agencies to provide support for pupils with SEND:</p> <ul style="list-style-type: none"> • The Educational Psychologist • Speech and Language Therapy services • Occupational Therapy • Brent Inclusion Service • School Nurse • Child and Adolescent Mental Health Services (CAMHS) • Brent SENDIAS • BOAT • Paediatricians • Social Care
Arrangements for handling complaints from parents of children with SEND about the

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provision made at the school.

The class teacher is the first port of call if a parent has a complaint about SEND provision, but concerns about SEND can also be directed to the SENDCo. The head teacher should then be approached, before having recourse to the Complaints Policy. The Complaints policy is available on the website.

The parents of pupils with disabilities have the right to make disability discrimination claims to a first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If this is the case parents with concerns will be referred to;
Sharon Bourla at SENDIAS sendias@brent.gov.uk/020 8937 3434