

# Princess Frederica CE VA Primary School

## SEND and Inclusion Information Report 2022 – 23



These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND).

### About Our School

At Princess Frederica CE VA Primary School our values are rooted in our Christian ethos.

- We believe in the unique worth of every individual
- We believe that all pupils should have equal access to the curriculum, irrespective of any special need or disability they may have.
- We do not believe children are defined by their needs.
- We do believe that every child should have their needs met so they can reach their full potential.
- We believe everyone can and should contribute to the life of the school

### 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 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

### 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.

Next, you can speak to the Special Needs Coordinator (SENCO) who will further support you.

**Our Special Educational Needs Co-ordinator (SENCO) is Ms Colette Keane who holds the approved SENCO qualification.**

- She can be contacted at [ckeane@princessfrederica.com](mailto:ckeane@princessfrederica.com) or by phone on 0208 969 7765.
- The Governor with responsibility for SEND is Richard Finch.
- Our SEND policy is available on our website: <http://www.princessfrederica.brent.sch.uk/policies.html>
- Brent Council's Local Offer, which contains information for parents can be accessed at: <http://brent.gov.uk/localoffer>

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### How will the school let me know if they have any concerns about my child's learning in school ?

The school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning

### 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 termly 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.

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. Referrals can be made by the class teacher to the SENCo by using a Referral to SENCO form (see SEND Policy)

### 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. No adaptations or changes to support will be made without the consent of parents.
- 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.
- Termly 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.

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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 SENCo) 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.

- Ensuring that each child with a Learning Support Plan from year 3 onwards 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 SENCo 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**

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.

#### 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 through a stay and play session.

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- All children new to the Foundation Stage have a meeting with the class teacher (remotely this year) to gather information and support children as they enter the school.
- Pre-school settings of the children are contacted and information is gathered through visits (if possible ) or remote meetings

### When moving classes in school:

- Information will be passed on to the new class teacher in advance and a handover meeting will take place with the new teacher.
- All support plans will be shared with the new teacher.
- Your child may be helped by a transition book to support them in understanding moving on.

### 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.
- 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.
- Children's records of SEND are sent to secondary schools.
- The Year 6 teachers, leadership team and SENCo liaises with the SENCo 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. Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We use a range of interventions at Wave 2 and 3:

- Five Minute Box <https://www.fiveminutebox.co.uk/the-five-minute-box/>
- Number Box <https://www.fiveminutebox.co.uk/the-five-minute-number-box/>
- Nessy <https://www.nessy.com/en-gb>
- Lego Group
- Social skills groups
- Catch Up Numeracy <https://www.catchup.org/interventions/numeracy.php>
- Catch Up Literacy
- Specific SaLT groups in conjunction with the speech & language therapist
- Emotional Literacy Support Assistants to support children's emotional wellbeing
- Talk boost in Nursery  
<https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/early-talk-boost/>
- The school is has registered for the NELI (Nuffield Early language Program)
- Other targeted interventions for specific groups/individuals, as required

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### **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. 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 SENCo, Colette Keane holds the nationally recognised SENCo 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 teachers to deliver specific interventions, in consultation with the SENCO. These are delivered according to need and are specified in children's Learning Support Plans.
- SaLT interventions are regularly delivered by LSAs, under the direction of the Speech & Language Therapist
- Recommendations made by the EP, OT and other professional are incorporated into Learning Support Plans.

### **How the effectiveness of the provision made for children and young people with SEND is evaluated**

- 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 SENCo
- Holding annual reviews for pupils with 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**

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

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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.

- 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**

We provide support for pupils to improve their emotional and social development in the following ways:

- 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.
- The school has three trained **Emotional Literacy Support Assistants**. The aim of the ELSA programme is to build capacity within school to support children's emotional and social wellbeing.
- The school has 2 trained mental health first aiders

### **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**

The school works closely with a range of services in Brent including Educational Psychology, BOAT (Brent Outreach Autism Team), SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Service) and SaLT (Speech and Language Therapists). The SENCo 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:

- 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
- Well Being and Emotional Support Team (WEST)

### **Arrangements for handling complaints from parents of children with SEND about the 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 SENCo. The head teacher should then

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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;

Brent SEND Information Advice and Support Service (SENDIAS) contact: [Sendias@brent.gov.uk](mailto:Sendias@brent.gov.uk) or call 020 8937 3434