Parent Information:

Uxendon Manor School SEND offer

All Brent maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. The local authority has described their local offer for children with SEND in Brent schools at www.brent.gov.uk.

We at Uxendon Manor are a fully inclusive school which ensures that 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 of our pupils including those with SEN and disabilities, in order that they can reach their full 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.

Children are identified as having SEN 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 and pupil profiles which help support their development and accelerate progress.

Children at Uxendon Manor make good progress and achieve in line with other schools nationally with SEN. Other useful documents such as our SEND policy and Disability Accessibility Plan are available on the school website. If you would like

further information about what we offer here at Uxendon Manor then please do not hesitate to contact us directly.

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 are not happy that your concerns are being managed and that your child is still not making progress you should speak to the Inclusion Leader, the **t**eacher in charge of SEND (SENDCO). If you are still not happy you can speak to the school SEND Governor.

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 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 any additional support your child may receive
- 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?*

- 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 in consultation with the school governors, on the basis of needs in the school.
- The headteacher and the Inclusion Leader (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 and decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

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

Directly funded by the school:

- Assistant Inclusion Leader
- Every Child Matters Leader
- Highly trained teaching assistants
- Speech and Language therapy trained teaching assistant
- Social skills trained teaching assistants
- Play therapists
- Emotional Literacy Support Assistants (ELSAs)

Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Early Mental Health Practitioner (EMHP) from Child and Adolescent Mental Health Services (CAMHS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (advice and resources for children with literacy or numeracy difficulties. Dyslexia assessments are purchased by the school)
- 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).

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level (primary only)

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

- The Inclusion Leader and Assistant Inclusion Leaders' 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 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. There are also online training materials such as the Inclusion Development Programme.

6. How will the teaching be adapted for my child with SEND?

- 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.
- Specially trained 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.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and an assessment is made in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet at age-appropriate levels, 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 will be formally assessed. Children in Year 6 sit Standard Assessment Tests (SATS). This is something the government requires all schools to do.
- Children at School Support will have an individual 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 Inclusion Leader (SENCO) will also check 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 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 Inclusion Leader, Assistant Inclusion Leader and Every Child Matters Leader are 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 plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- 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.
- Access to Parent Partnership and to other parent support groups.

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

- We are an inclusive school; we welcome and celebrate diversity. The staff believes that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children.
- 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 liaises with the Inclusion Leader and Assistant Inclusion Leader 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 administration and managing of medicines on the school site is included in the Health, Safety and Welfare Policy.
- Parents need to contact the welfare officer if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis the welfare staff generally oversee 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. E.g. Epi-pen training, Asthma.

11. How is Uxendon Manor School accessible to children with SEND?

- All children will have an assessment on entry to the school.
- The building is fully accessible to all children with physical disability via ramps, the lift and stair lift. Both ground floor and the first floor of the building are 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.
- The lighting in the teaching areas has been improved to meet BB90 standards

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 a 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 during transition meetings at the end of the academic year. You will be invited to a planning meeting 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 Inclusion Leader (SENCO) will liaise with the SENCO of their secondary school to discuss the specific needs of your child
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- 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.
- When children are preparing to leave us for a new school, we arrange additional visits as well as taster days.
- 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/Statement 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 are a Rights Respecting School where 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.
- We have Eco-Warriors who facilitate the school in improvement projects regarding being environmentally friendly. They share their views and ideas to create change within the school as well as in the local community.
- Children who have individual plans discuss and set their targets with their class teacher.
- There are regular pupil questionnaires where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- 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.

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 they will follow the 'Behaviour Steps' and relevant support is put in place and targets set. As a result of the support we give, our rate of exclusions has drastically reduced over the past 10 years.
- 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 on a daily basis by the office staff. Lateness and absence are recorded and reported upon to the head teacher. Attendance and punctuality are rewarded weekly by presentation of trophies in assembly for the classes in both KS1 and KS2 with the highest percentages in both attendance and punctuality.

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 and 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 are the school's 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 LSAs 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 and complex needs are given the most support often involving an LSA.

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

- Our Inclusion Leader has a Psychology Degree and is the schools' Senior Mental Health Lead, with over 10 years teaching experience.
- The Assistant Inclusion Leader has 14 years' experience of teaching primary aged children.
- The Every Child Matters Leader has 6 years' experience of teaching primary aged children
- 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?

- Regular training for support staff both in school and attendance at courses ensures our staff's expertise is kept up to date
- Another member of staff has had training in delivering speech & language programmes from speech and language therapists.
- Autism training for all staff delivered by BOAT
- 2 TAs have listening room training
- 1 TA has social skills groups training
- 1 TA has drawing therapy training
- 3 TAs are trained ELSAs
- All of our TAs and LSAs have had training in delivering reading and spelling / 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 or LA's complaints procedure
- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP 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)

Approved by the Board of Governors – September 2025

Next review – September 2026