Uxendon Manor

SEND Information Report

September 2025

How we support Children with Special Educational Needs and Disabilities.

Introduction

Uxendon Manor Primary School is 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). We welcome and celebrate diversity. The staff believes that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

This document provides information about the ways in which we support all of our pupils including those with Special Educational Needs and disabilities (SEND), 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 requirements of individual children. We also work in partnership with outside agencies where it is felt their expertise can benefit our children.

Children at Uxendon Manor make good progress and achieve in line with other schools nationally with SEND. This report should be read in conjunction with other useful documents such as our SEND/ Inclusion policy and Disability Accessibility Plan and are available on the school website. If you would like further information about what we offer please do not hesitate to contact us directly.

Our Inclusion Team includes:

- The Inclusion Leader (and SENDCO) - Ms Manisha Devakumar
- Assistant Inclusion Leader- Ms Jacklyn Merlin
- Every Child Matters Leader- Miss Charlotte van der Sluys
- Teaching Assistants and Learning Support Assistants who support in class and deliver intervention programmes.

What are Special Educational Needs and Disability?

Special Educational Needs

The Special Educational Needs Code of Practise (0-25) January 2015 provides the following definition of Special Educational Needs:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Disability

Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

How are children with Special Educational Needs Identified?

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 teachers in charge of SEND - the Inclusion Leader, Assistant Inclusion Leader or Every Child matters Leader.

If a child is identified as not making progress the school will set up a meeting to discuss this with parents in more detail and to:

- Listen to any concerns they may have
- Plan any additional support the child may receive
- Discuss with parents any referrals to outside professionals to support your child's learning.

How is support allocated?

- The school budget, received from Brent LA, includes money for supporting children with SEND.
- The Head Teacher 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 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,

  in order to decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.
- 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 qualified teachers and TAs 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 most high level and complex needs are given the most support often involving in class support from a TA and/or withdrawal for 1:1 or small group teaching.

Who supports children with SEND in this school?

All Staff support 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.
- 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.

In addition:

Directly funded by the school:

- The Inclusion Leader who has a Degree in Psychology and is the Senior mental health lead for the school and DSL
- 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
- Highly trained Teaching Assistants
- Play Therapists
- Emotional Literacy Support Assistants (ELSA)

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

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing-Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Child and Adolescent Mental Health service (CAMHS) Early Mental Health Practitioner (EMHP)
- 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 a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority)
- Behaviour Support Team (Brent)
- Social Services, including locality teams, Early Intervention workers and social workers

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)

How are SEN children included in 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 that everyone's health & safety is not 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.

How is progress measured?

- All children's progress is continually monitored by their class teacher.
- The progress is reviewed formally every term and a level given in reading, writing, numeracy, science and speaking and listening.
- For children in Year 1 and above, who are not yet at age-appropriate levels, a more sensitive assessment tool may be used to shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of each Key Stage all children are required to be formally assessed. Children in Year 6 sit the Standard Assessment Tests (SATS). This is something the government requires all schools to do.
- Children with an EHC Plan will have an individual support plan which will be reviewed with the involvement of parents and children, every term.
- 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 check that any support put in place for the children has a positive effect on progress. This includes social and emotional development.

How can parents support their child?

- 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 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.
- We can help parents to access the SEND Information and Support Service, SENDIAS, Parent Partnerships and parent support groups.

How are medical and physical needs met?

Medicines

- The school follows the local authority guidance regarding the administration and managing of medicines on the school site. It is published on our website.
- 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 Officer generally oversees the administration of any medicines.

- As a staff we have regular First Aid training and specific staff are trained to support the medical needs of individual children.

Physical Needs

- All children will have an assessment on entry to the school.
- The ground and first floors of the buildings 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.
- Children are seated in the classroom to help support any needs.

How is transition supported?

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.

Joining Uxendon Manor:

- If the child is at a nursery we will contact them and ensure we are aware of any special arrangements or support that needs to be made for the child.
- We will attend the school transition meeting with the nursery staff, parents and Early Years Inclusion Team.
- We will make sure that all records about your child are passed on to us as soon as possible.
- If the child has not attended nursery we will meet with the parents and child in the term before they start school so that parents can make us aware of any SEND needs and we have the opportunity to plan for your child joining us.

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.
- Where possible children 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 will make sure that all records about your child are passed on as soon as possible.

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.

Moving to High School:

- Parents of children with SEND are advised to start the process of finding high schools in Year 5.
- The SENCO will attend the transition meetings to discuss the specific needs of children with the SENCO of their secondary school, and any specialist session for students as appropriate.
- We will do focused tasks about aspects of transition to prepare children for the changes ahead.
- Where possible children 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.
- 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, an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend, as well as other professionals supporting them.
- Staff from Uxendon Manor may attend 'taster days' with SEND children where we feel this would be beneficial.

How are the child's views known?

- 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.
- All children discuss and set their targets with their class teacher.
- There is a regular pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- Children's views and concerns are discussed as part of the PSHCE curriculum.
- 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.

What support is there for challenging behaviour?

- As a school we have a very positive approach to all types of behaviour with a clear system of rewards and sanctions that is followed by all staff and pupils, (see the Behaviour Policy).
- If a child has behavioural difficulties we set individual behaviour targets with the child and parents which are regularly monitored and put relevant support in place to help them achieve their targets.
- Targets are monitored daily by the class teacher.

- 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 Inclusion Leader. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

What is the complaints procedure?

Parents have the following right to complain, 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 (available on the website)
- 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)

Example of provision available in Uxendon Manor

We offer a range of interventions tailored to meet the needs of each student. The table on the next page gives some examples of how we may support the needs of SEND children.

Area of Need	Inclusive First Quality Teaching - Universal Support	Targeted Interventions	External services available
Communication and Interaction	Differentiated curriculum Differentiation in planning and activities Range of recording methods Modelling Visual Timetable Repetition Pre-teaching	In class support from teaching assistant – focusing on language Additional use of ICT Attention Autism Social skills groups Social stories Specialist S&L trained TAs Talking Partners Barrier games Maths games	Speech and Language support from SALT. Input from B.O.A.T. Brent Visual Impairment Services Brent Hearing Impairment services. Educational Psychology Services Harrow Autism Teacher
Cognition and Learning	Differentiated curriculum Differentiation in planning, activities, delivery and outcome Variation of groupings Variety of ways of recording Modelling Scaffolding learning Pre-teaching	In class support from teaching assistant Additional use of ICT Withdrawal for 1:1 or small group teacher led activities Withdrawal for 1:1 or small group teaching assistant led activities	Input from B.O.A.T. Educational Psychology Services C.A.M.H.S. involvement Harrow Autism Teacher

	Word banks Steps to success Prompts Learning walls	Focus Groups	
Social, Emotional and Mental Health	Whole school Behaviour policy. Class Rewards and Sanctions. Share success. Individual reward/ behaviour charts.	Circle Time. P.S.H.C.E. Social skills group (Listen Learn Build) ELSA	C.A.M.H.S. involvement Play Therapists Inclusion and Alternative Education Services Well-being emotional support team (WEST) Early mental health practitioner
Sensory and Physical	Multi-Sensory teaching approach.	Access to specialised equipment e.g. writing slope, fidget seat, pencil grips etc. Sensory Circuits Sensory Sessions	Physiotherapy team Occupational therapy

What other services are available for families with SEND in Brent?

Brent has a full list of advice and services available for children with SEND in their Local Offer document available at: https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/

The SEND information, advice and support service (SENDIASS – formally Brent Parent Partnership) can be found at https://www.brent.gov.uk/sendias and contacted on 0208 937 3434.

Reviewed, updated and approved by the Board of Governors – September 2025.

Next review due by September 2026.