

# **SEND Information Report: Roe Green Infant School 2024-2025**

Roe Green Infant School prides itself on being an inclusive school where every child remains at the heart of all we do. We aim to provide every child with a happy, caring and supportive learning environment in which they develop their full potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Roe Green Infant School work in partnership with the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. We aim to be as inclusive as possible, with the needs of pupils with special educational needs being met in a mainstream setting wherever possible, where families want this to happen.

All teachers are teachers of Special Educational Needs and many pupils' circumstances may make them vulnerable to underachieving at some point in their schooling. We recognise that it is a teacher's responsibility to meet the needs of all our children in their class through Quality First teaching. This includes scaffolding and adaptation of the curriculum; flexible grouping; use of specific teaching styles, materials resources and classroom organisation and through partnership with specialist staff from the Special Needs team. This lies at the heart of good inclusive practice.

At Roe Green Infants the children and their wellbeing are central to all our work, and we value the development of the whole child. Our hopes are that children will enjoy coming to school and will actively engage in their learning, whilst being willing to take risks. We encourage the children to place high expectations on themselves; become positive role models and commit to the rights and values of the school. We endeavour to help the children make progress in all aspects of school life, to develop confidence and reach their potential in their journey to adulthood.

This report should be read in conjunction with the School's Equality, Disability and Inclusion Policy, Accessibility Plan Document, Child Protection and Safeguarding Policy, Supporting Children with Medical Needs/Administration of Medicines Policy, PSHE Policy, Behaviour Policy and SEND Policy which are regularly reviewed. These documents are available on the school's website. In addition to this there is a link to Brent's Local Offer and the SEND Policy on our website.

If you would like further information about what we offer here at Roe Green Infant School then please do not hesitate to contact the Special educational needs coordinator (SENDCO) Mrs Jag Sidhu, by requesting an appointment at the school's front office.

Children at Roe Green Infant School make good progress (Ofsted February 2023) and their achievement is broadly in line with other schools nationally with SEND. The SENDCo regularly monitors the progress made by children with SEND and report this progress to the Governing Body on a termly basis.

## **A guide to how Roe Green Infant School will address the needs of children with special educational needs and disabilities.**

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. The school follows the recommendations set out in the Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014. Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice and Section 69 of the Children and Families Act 2014.

### *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 continue to feel that your child is still not making progress you should speak to your child's Year Leader. The Year group leaders are as follows:  
Nursery- Mrs Vasu  
Reception- Ms Bandheri  
Year 1- Mrs Dahale  
Year 2- Ms Pandya
- If you feel that your child is still not making progress you should speak to Mrs Sidhu (Special Educational Needs Co-ordinator, SENDCO) in charge of SEND.
- If you are still not happy that your concerns are being managed and that your child is still not making progress you should speak to the Head teacher. If you are still not happy contact the school SEND Governor, Mrs Karuna Khan.

### *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 details and to:

- Listen to any concerns you may have too
- Plan any additional support your child may receive
- Discuss with you 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 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, 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 are made as needed.

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

##### Directly funded by the school:

- Highly trained Teaching Assistants to support Learning to Learn
- Highly trained Learning Support Assistants
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Two highly trained Speech & Language Teaching Assistants
- SENDCo to provide various interventions

##### 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)
- 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 SEND or an EHC plan (provided by Health but paid for by the Local Authority)

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

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The SENDCO attends forums on a termly basis to keep up to date with local and national developments, including the new Ofsted framework and changes in requirements. These forums also ensure that obligations and provision for SEND are met and are appropriate for the needs of pupils.
- The SENDCO has set up local SEND cluster groups to share good practice with other local SENDCOs.
- The SENDCO also attends borough training sessions in the form of SEND Conferences to receive additional training and guidance.
- 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.
- The SENDCO carries out additional training for Learning Support Assistants as part of the School's CPD 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 National Curriculum level given in reading writing, numeracy and science.
- If you child is in Year 1 and above, but is not yet at expected 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 year2) all children are required to be assessed using Pira and Puma Assessment Tests
- Children at school support will be have a provision map with targets and will be reviewed every term.
- Children at School support plus or with a statement of SEND/EHC Plan will have a 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.
- Action relating to SEND support will follow the 'assess, plan, do and review' cycle and progress towards these outcomes will be tracked and reviewed termly with the parents and pupils.
- The SENDCO will review the progress made by pupils with SEND and carry out standardised assessments to track progress, where necessary.

*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 SENDCO 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 Support 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 well-being. We have a caring, understanding team looking after our children.
- The class/form 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 SENDCO 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 SENDCO works closely with the School's Welfare Officer Mrs Babeta Patel, to keep the school's Medical Alert Register updated.
- Medicines, such as inhalers and epi-pens, are stored in the welfare room and a record of inhalers and epi-pens use is kept. These accompany the children on school trips.
- Those children with more serious needs have Personal Health Care Plans and key members of staff regularly receive training to ensure that the children can be cared for in school.
- The school's Supporting Pupils with Medical Conditions and Administration of Medicines Policy' is available on the school's website.
- Photographs of children with complex medical needs are kept in the welfare room. Teachers are informed the medical needs within their class.
- Parents need to contact the welfare officer and the class teacher 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 training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.
- We are aware that some children with medical needs may require additional support for their wellbeing and mental health due to their needs.

*11. How is Roe Green Infant School accessible to children with SEND?*

- All children will have an assessment on entry to the school.
- The building at Roe Green Infant is accessible to children with physical disabilities via ramps. The ground floor of the building is accessible to those with physical disabilities.
- We ensure that teaching resources and equipment used are all accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- The acoustics in the classrooms have been improved to meet BB93 standards
- Please refer to School Accessibility plan on SEND website page.

*12. How will we support your child when they are leaving this school? Or moving 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:
- We will contact the school SENDCO and ensure 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 children are preparing to leave us for a new school; we arrange additional visits. Our 'feeder' school runs a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving or 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.

- When 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.
- We write social stories with children if transition is potentially going to be difficult.

### *13. How will my child be given the opportunity to express their views?*

- We feel it is very important for each child to be 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.
- Pupils are invited to attend Parent consultations and children who have individual support plans discuss their targets with their class teacher or LSA.
- If your child has an EHC Plan their views will be sought before any review meetings if they are old enough to contribute.
- Pupil Voice is also encouraged through 1:1 support and. We continually seek the viewpoints of children formally and informally. Issues brought up by pupils are always acted on.
- We aim to ensure that the vehicles used for pupil voice are appropriate for the needs of every child. Specific strategies may be required for some pupils who have more complex needs.
- If your child has an EHC Plan their views will be sought before any review meetings and if they are old enough, 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 an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident has 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 school office. Lateness and absence are recorded and reported upon to the school attendance officer. 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"> <li>• 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.</li> <li>• A risk assessment is carried out prior to an 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.</li> </ul>  |
| <p><i>16. How the school's resources are allocated and matched children's SEND needs?</i></p>  |
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• We have a team of LSA's who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.</li> <li>• 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 an LSA.</li> </ul>   |
| <p><i>17. What specialist services and expertise are available at or accessed by the school?</i></p>   |
| <ul style="list-style-type: none"> <li>• Our SENDCO is fully qualified and accredited.</li> <li>• 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 - GP', school nurses, clinical psychologists, paediatricians, speech and language therapists, physiotherapists, occupational therapists, ; Social Services including locality teams, and social workers.</li> </ul>  |
| <p><i>18. What training has the staff supporting children with SEND had or is currently having?</i></p>  |
| <ul style="list-style-type: none"> <li>• Three members of staff have had training in delivering speech and language programmes from speech and language therapists.</li> <li>• One member of staff has completed her SENDCo accreditation course.</li> <li>• All our LSA's have had training in delivering reading and spelling/phonics programmes. As well as attending courses on ASD.</li> </ul>  |
| <p><i>19. How does the school evaluate the effectiveness of SEND Provision in school?</i></p>  |
| <p>The school evaluates the effectiveness of provision for pupils with SEND in the following ways:</p> <ul style="list-style-type: none"> <li>• Parent surveys are carried out and the feedback received is considered.</li> <li>• Termly meetings are held to discuss all pupils' progress towards their learning outcomes.</li> <li>• Planning is regularly monitored by the SLT to ensure that all children are receiving an inclusive education.</li> <li>• The progress data for SEND pupils is analysed to ensure that they make at least expected progress.</li> <li>• The impact of interventions are evaluated through class provision maps and progress towards meeting outcomes is recorded through levels and review comments.</li> <li>• The data is shared with Governors termly and is judged by external moderators such as Ofsted.</li> </ul> |
| <p><i>20. What do I do if I am unhappy with the school's response to meeting my child's special educational needs?</i></p>   |
| <p>If you wish to discuss your child's special educational needs, or are unhappy about any issues regarding the school's response to meeting these needs please contact the following members of staff:</p> <ul style="list-style-type: none"> <li>• Your child's class teacher at the end of the school day.</li> <li>• An appointment can be made via the school front office to meet Mrs Jag Sidhu, the school SENDCO.</li> <li>• An appointment can be made via the school front office to meet Mrs Nicole Lobo the Head teacher if your concern has not been resolved.</li> </ul>   |

## 21. 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 disagreement 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)
- For complaints, please contact the School Governor with responsibility for SEND. Her name is Karuna Khan. She can be contacted via email on [admin@rgreeninf.brent.sch.uk](mailto:admin@rgreeninf.brent.sch.uk)

The full complaints procedure policy is available on the school's website under policies.



# What different types of SEND are identified and how will my child be supported?

## Autistic Spectrum Disorders

| Whole school ethos and practice for all children   | Support for pupils with additional needs  |
|--|---|
| Structured day.<br>Positive behaviour management strategies<br>Learning style understood.<br>Differentiation.<br>Rewards and sanctions<br>Communication with parents.<br>Sensory needs considered. | SENDCO guidance<br>Small group targeted interventions<br>ICT used to reduce barriers<br>Alternative communication systems e.g. PECS.<br>Visual timetable- work stations- noise is minimised.<br>Parents involved in their Individual SEND Plan.<br>Advice and interventions from Brent Outreach Autism Service (BOAT) |

## Speech, Language and Communication

| Whole school ethos and practice for all children  | Support for pupils with additional needs   |
|---|--|
| Regular training for staff in relevant strategies to support communication, speaking and listening. | Speech and Language Therapy<br>Treatment Plans delivered by a Learning Support Assistant or SENDCO.<br>Speech Therapist intervention and Assessment.<br>Alternative communication systems e.g. PECS where necessary. |

## Moderate Learning Difficulties

| Whole school ethos and practice for all children  | Support for pupils with additional needs   |
|---|--|
| Differentiation.<br>Teaching resources are accessible and appropriate.<br>Multi-sensory approach to learning<br>Interactive environment and reasonable adjustments.<br>Encouraging independence | Curriculum is adapted to meet the needs of pupils.<br>Targeted intervention programmes.<br>Behaviour management plan<br>Social skills group.<br>Specific goals-short steps |

## Social, Mental and Emotional Health Needs

| Whole school ethos and practice for all children   | Support for pupils with additional needs  |
|--|---|
| Identification and assessment in school.<br>Additional advice and support from Outside Agencies.<br>Adaptations to the curriculum.<br>Support to build relationships and engage with other children.<br>Circle time/PSHE curriculum.<br>Positive Behaviour Policy.<br>Place2Be | Interventions are implemented, reviewed and revised.<br>Parents can speak to their GP about making a referral to CAMHS.<br>Targeted interventions to promote social skills and to promote emotional resilience.<br>Adaptations to the physical environment e.g. time out.<br>Monitoring during unstructured times e.g. breaks/lunch time.<br>Place 2Be. |

## Sensory and Physical Needs- Hearing/Visual Impairment, Multi-Sensory-Physical and Medical Needs

| Whole school ethos and practice for all children  | Support for pupils with additional needs  |
|---|---|
| Referrals to Brent Hearing Impaired Service or Brent Visual Impaired Service and provision of specialised equipment.<br>Curriculum is adapted.<br>Referrals to Occupational Therapist and Physiotherapist and provision of specialised equipment. | Targeted interventions and specialist individual therapy programmes e.g. phonics, enlarged texts, physiotherapy.<br>Learning support assistants with relevant expertise.<br>Adaptations to physical environment e.g. enhanced contrast and minimal noise.<br>Compliance with acoustic regulations.<br>Disabled toilet facilities.<br>One lift and an evacuation chair.<br>Specialist furniture and equipment.<br>Staff consistently use adapted resources and LSAs work closely with teachers to support access to the curriculum.<br>Assistive technology e.g. hearing aids, ICT software. |

### In addition all children will have the following provision.

|                                      |  |
|--------------------------------------|--|
| Assessment on entry                  | The Equality Act 2010 requires schools to ensure that SEND children are not disadvantaged. |
| Emotional and social needs addressed | Anti-bullying, peer support role models.   |

|   |   |
|---|---|
| Progress tracked and reviewed                                   | Plans, assessed, reviewed, adjusted and tracked.                              |
| Transition arrangements   | Transition books and visits.  |
| Staff who are trained   | Expertise is developed, time for meeting with professionals.                  |
| Provision that is assessed and evaluated                        | Whole school policies are evaluated and monitored.                            |
| Access to mainstream facilities and extra-curricular activities | Access to mainstream facilities and extra-curricular activities               |
| Progress that is shared with parents and carers                 | Parents are informed and actively encouraged to support shared goals at home. |

**Review Date: 18/09/24**