Wembley Multi-Academy Trust

ACHIEVEMENT FOR ALL



SPECIAL EDUCATIONAL NEEDS

(SEN)

INFORMATION REPORT

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Contents

1. What types of SEN does the school provide for? 2
2. Which staff will support my child and what training have they had? 3
3. What should I do if I think my child has SEN? 3
4. How will the school know if my child needs SEN support? 4
5. How will the school assess and review my child's progress? 4
6. How will I be involved in decisions about my child's education? 5
7. How will my child be involved in decisions made about their education? 5
8. How will the school adapt its teaching for my child? 6
9. How will the school evaluate whether the support in place is helping my child? 6
10. How will the school resources be secured for my child? 6
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? ...6
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 7
13. How does the school support pupils with disabilities? 7
14. How will the school support my child's wellbeing? 7
15. What support will be available for my child as they transition between classes or settings? 8
16. What support is in place for looked-after and previously looked-after children with SEN? 9
17. What should I do if I have a complaint about my child's SEN support? 9
18. What support is available for me and my family? 9
19. Glossary 10

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website.

1. What types of SEN does the school provide for?

East Lane Primary School supports students with a broad range of SEND including:

- Dyslexia
- Developmental Language Disorder
- Speech, Language and Communication Needs
- Specific numeracy difficulties
- Autistic Spectrum Conditions
- Moderate Learning Difficulties
- Vision impairment
- Dyspraxia
- Hearing Impairment
- Children with Physical Disabilities
- ADHD

2. Which staff will support my child and what training have they had?

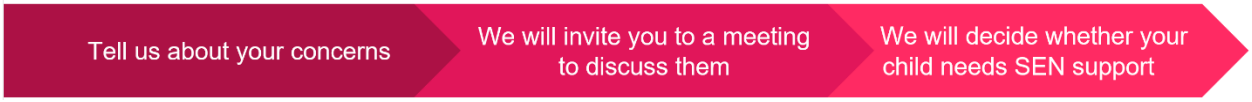
Our special educational needs co-ordinator
Our SENCO is Ms J Kennedy. She is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination.

Teaching staff
All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. In addition to this, teachers and support staff also receive training from external agencies that are relevant to the needs of specific pupils they may teach. ELPS accesses specialist training from a range of specialist providers and all staff have the opportunity to complete online SEN courses from recognised providers.

External agencies and experts
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physio therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Brent Autism Outreach Team (BOAT)
- Mental Health Support Team (MHST)
- Brent Deaf and Hearing Support Services
- Brent Visual Impairment Services
- Place 2 Be
- Brent Inclusion Team

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEN register.

4. How will the school know if my child needs SEN support?

All our teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

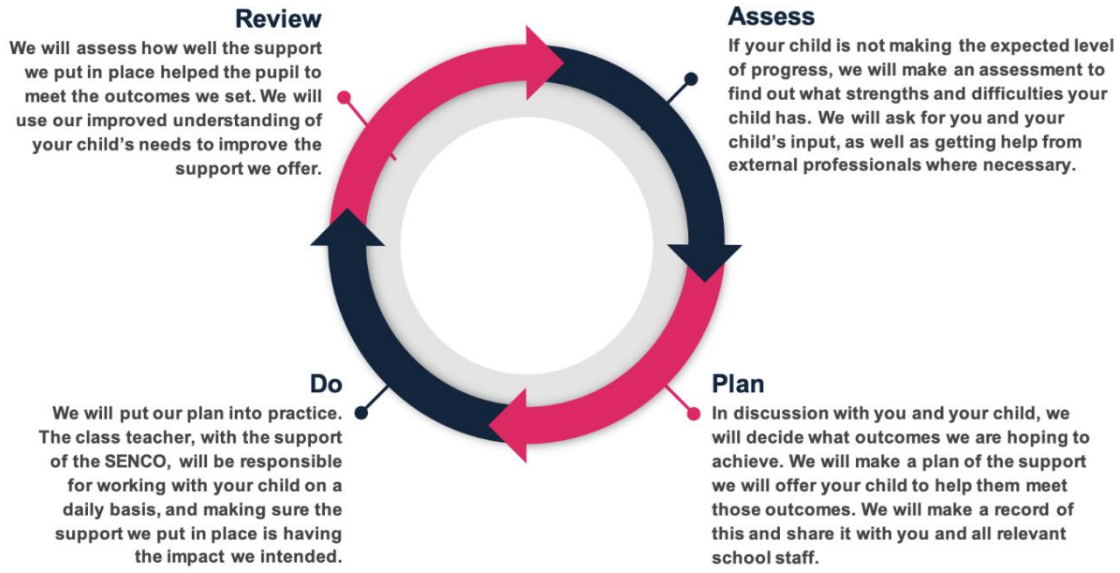
Based on all of this information, the SENCO will decide whether your child needs SEN support and inform you of the outcome.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school assess and review my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Tracking Data
Your child's progress is continually monitored by class and/or subject teachers.

Their progress is reviewed formally every term and a National Curriculum level is given in different subjects. Your child will receive a progress report 3 times a year. Once a year your child will receive a more comprehensive report where subject teachers will comment on the progress made by your child.

Annual Review Meetings
The progress of students with an EHC plan is formally reviewed at an Annual Review (AR) with all adults involved with the child's education.

The purpose of the AR is to:

- Assess the student's progress over the year in terms of the targets set at the previous AR
- Collate and record information that the school and others can use in planning future support for the child
- Consider the continuing appropriateness of the student's plan in light of their performance during the previous year, and any additional SEND which may have become apparent within that time and therefore consider whether or not the EHC plan needs to be amended or ceased
- Set new targets for the next 12 months
- Bring together the views of everyone who helps the student
- Consider the student's progress in terms of seeing if the support or placement has been successful in meeting their needs
- Record any changes in the student's circumstances
- Review any special provision that is being made for the student

Parents' Evenings
Parents will get an opportunity to discuss their child's academic progress with Maths and English teachers at Parents' Evenings. If you are a parent of a child with an EHC plan, you will also be able to discuss your child's progress with the SENCO or another Key Worker.

6. How will I be involved in decisions about my child's education?

We know that you're the expert when it comes to your child's needs and aspirations. Therefore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff as well as yourself.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will make adaptations to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an EHC plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching support hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school trips are available to all our pupils.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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 student to participate, alternative activities will be provided in the school.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

If your child is due to start primary school and has an Education, Health and Care (EHC) plan, the process of identifying an appropriate school to meet your child's needs is linked to their EHC plan and will be made by Brent Special Educational Needs Assessment Service (SENAS) in consultation with you.

Applications received by the school from the local and neighbouring boroughs are considered on an individual basis and considered against the following criteria:

- whether the school believes it can meet the identified requirements and needs of the child; and
- whether admitting the child might be incompatible with the provision of efficient education or the efficient use of resources for all other children.

Where the application is for a student with a recognised disability, the school's capacity to provide specialised and adapted facilities and resources will also be considered.

All prospective pupils whose EHC plan names the school will be admitted before any other places are allocated.

13. How does the school support pupils with disabilities?

ELPS will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend our school because of any special need or disability. In order to promote equality of opportunity for disabled children, we will make reasonable adjustments to prevent them from being disadvantaged.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and/or Disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

ELPS has a lift in each building, making it fully accessible.

For more information, please see the **Equality Policy** and **Accessibility Plan**.

14. How will the school support my child's wellbeing?

At ELPS, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to a child's wellbeing. An important feature of the MAT is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with students.

We provide support for pupils' wellbeing in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide social and emotional literacy intervention programmes
- We cover aspects of emotional well-being in our PSHE curriculum delivered either through timetabled lessons or during assemblies
- We have a 'zero tolerance' approach to bullying

The responsibility for the behavioural, medical and social welfare of every student in a year group is overseen by the Key Stage Leader in the primary school. Therefore, this member of staff would be the parents' first point of contact.

If further support is required, the Key Stage Leader liaises with the SENCO and the Designated Safeguarding Lead for further advice and support. This may involve working alongside outside agencies, such as Health and Social Care, and/or specialist educational services. For some students with the most need for help in this area, we are also able to provide the following:

- Mentor time with a Key Worker
- An external referral to Brent Wellbeing and Emotional Services Team (WEST)
- An external referral to Child and Adolescent Mental Health Service (CAMHS)
- Access to counselling services in school through Place 2 Be

Place 2 Be
At our School we work with the charity Place2Be, in order to provide our pupils with regular access to a mental health practitioner (MHP); providing a safe space to talk about their feelings and mental health. Our MHP is Beany Cannon, and she has her own room in the school where pupils are able to access support (where necessary), or just talk about things that are bothering them.

Who are Place2Be?
Place2Be is a national charity working in over 600 UK schools to improve the confidence and emotional wellbeing of children. The aim is to help children feel better about themselves and when children feel better about themselves, they are able to learn more easily and that means less worry for parents.

How do Place2Be help children?
Place2Be works with children one-to-one and in small groups, offering regular time-tabled support for those who will benefit most. Some of the services provided include the following:

- Place2Talk – self-referral service for children to book appointments with the Place2Be practitioner to talk about their problems and worries.
- Place2Think – self-referral service for staff to book appointments with the Place2Be practitioner to talk about their problems and worries.
- One-to-one counselling – a targeted intervention consisting of weekly counselling using talking, creative work and play to support children who are struggling.
- Group work – therapeutic groups exploring issues like friendship, self-esteem, transition and bullying.
- Parenting advice from our child mental health experts – Place2Be have launched a new service, *Parenting Smart* with practical tips for supporting children's behaviour. There is advice for parents ranging from healthy gaming habits, to dealing with sibling rivalry, to tips for calmer bedtime routines. These short, engaging videos are available here: www.Parentingsmart.place2be.org.uk

If you do not want your child to access this provision, we operate an opt-out system. Therefore, please contact the Reception (reception@elps.co.uk) if you wish for your child to be removed from these sessions.

How do Place2Be support families?
Our MHP will meet with parents to discuss their worries about their children.

How does Place2Be Work?
There is a special counselling room inside the school where children can go to express and think about their worries, through talking, creative work and play. Our MHP supports this process, helping children to find new ways of coping with difficulties so they do not get in the way of friendships or learning.

When might a child use this?
There are times when children feel especially sad, confused, fearful or angry, due to family problems such as separation or illness, or even the death of a much-loved pet. Some may become withdrawn; others may become demanding or challenging, which can be exhibited through their behaviour. This is when having Place2Be in school is especially helpful.

15. What support will be available for my child as they transition between classes or settings?

We recognise that transitions can be difficult for a student with SEN/D and we take steps to ensure that any transition is as smooth as possible.

Between Settings
If your child is moving to another school, we will contact the school's Special Educational Needs Co-ordinator and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

All Reception children attending ELPS are invited to a taster day along with their parents. During this day, children and parents will receive a tour of the school and meet a variety of teachers. This gives students the opportunity to become accustomed to the school. If the student has SEND, they may be invited to visit the school on additional days. This is particularly useful if they have difficulties managing change or are very anxious about attending. The SENCO will also visit nurseries to discuss the specific needs of your child with the setting's SENCO or setup a virtual transition meeting.

Between Years
To help students prepare for a new school year, all students participate in a transition day before the end of the academic year, during which they visit their new classroom and meet their form tutor. Additional support for transition is available and can be tailored to the specific needs of any child with SEND.

Between Phases
The SENCO of the secondary school will meet with our SENCO to discuss the needs of all the Year 6 children who are receiving SEN support. All pupils are invited to a taster day at the secondary school and additional visits for pupils with SEND are organised as necessary.

16. What support is in place for looked-after and previously looked-after children with SEN?

Ms Kennedy, the school's SENCO, is also the designated teacher for looked-after children and previously looked-after children. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Initially, all concerns from parents or carers about their child's provision should be made to the SENCO. If a parent or carer is not satisfied with the response given, the Complaints Procedure as outlined on the school's website may be followed.

Parents have the following rights of redress, should the school, Trustees or LA fail in their duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or Local Authority's complaints procedure
- The disagreement resolution service (for disagreements between parents/young person and the LA or parents/young person and the educational provider
  Complaints to OFSTED (about whole SEN/D provision rather than in relation to individual students and where the complaints procedure has not resolved the complaint)
- An appeal to the SEN/D 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)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Brent's local offer. Brent publishes information about the local offer on their website: link here

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: link here

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages