SEND INFORMATION REPORT 2026-2027

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). This is updated annually.
Next Review Date: *September 2027*

About our school

At Salusbury Primary school, it is our belief that all children have an equal right to a full and rounded education which will enable them to develop and achieve their maximum potential in terms of their social, emotional and academic development.

We use our best endeavors to secure special educational provision for pupils for whom this is required, that is '***additional to and different from'*** that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

- **Speech, Language or Communication needs:** this includes children who have speech language and communication difficulties including autistic spectrum conditions

- **Cognition and learning needs:** this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia

- **Social, mental and emotional health needs:** this includes children who have difficulties in managing their emotions and behaviour including ADHD. They often show inappropriate responses and feelings to situations.

- **Sensory/physical:** this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our Special Educational Needs & Disabilities Co-coordinator (SENCo) is Sarah McKiernan. She can be contacted at send@salusbury.brent.sch.uk or via the school office.

Our Governor with responsibility for SEND is Kelly Menendez.

Our SEND policy is available on our website and a paper copy can be provided on request from the main office.

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 could speak to the Special Needs & Disabilities Coordinator (SENCO) who will further support you.
  Sarah McKiernan can be contacted via the school office or send@salusbury.brent.sch.uk

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

If your child is identified as either having a Special Educational Need and/or Disability (SEND) or there are concerns regarding their progress either academically or socially, 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

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 SENCo and the school governors, based on needs in the school.

The Senior Leadership Team including 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

The SENCo decides what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

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

Directly funded by the school:

- Highly trained Teaching Assistants
- Place 2 Be Provision

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)

- Brent Inclusion Support Team
- Speech and Language Therapy for those children with 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

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

- The SENCO's responsibility 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, behaviour, and Speech and Language Difficulties.
- All school staff, including class teachers, have at least termly training provided by the SENCo or external trainers on matters relating to SEND, and all support staff have weekly training sessions delivered by the SENCo.
- Individual teachers and support staff attend training courses run by external agencies that are relevant to the needs of specific children in their class e.g. BOAT. There are also online training materials such as the The National College & Inclusion Development Programme, Advanced Teacher Materials.

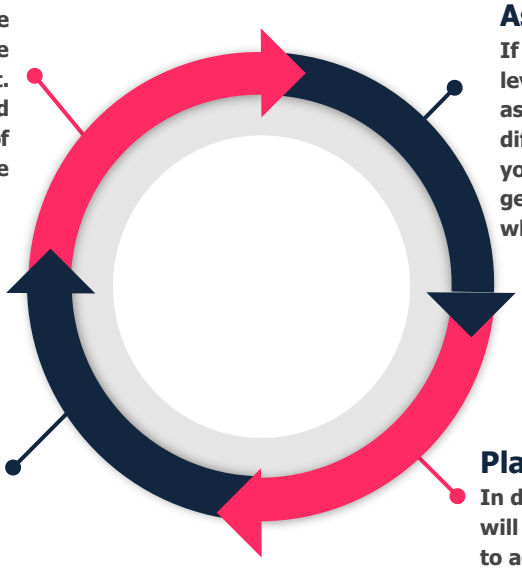
How will the teaching and curriculum be adapted for my child with SEND?

- 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 through quality first whole class teaching.
- If external agencies such as Brent Deaf and Hearing Impaired Service (BDHIS), Brent Visual Impairment Service (BVIS) or Speech and Language Therapy (SALT) are involved in supporting pupils, they will provide advice to school staff and this will be incorporated into any additional support pupils need.
- All children on the SEND Register have an individual My Plan that contains details of their strengths and any areas of concerns then targets to address these areas of concern. Class teachers will write the My Plans with support from the SENCo as needed and include any advice from professionals. These My Plans will also list the interventions and additional support in place at school. These will be reviewed by class teachers on a termly basis.
- 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 if needed to meet your child's learning needs.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Salusbury Primary School

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

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

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.

Salusbury Primary School

This flowchart shows the yearly plan for children on the SEND Register

- Their class teacher continuously monitors your child's progress. Their progress is reviewed in Pupil Progress Meetings and a National Curriculum scaled score in reading, writing and maths is set each term. Each year most children take an age standardised test in Maths and English.

September
*Teacher's read through My Plans updated in July to gain a clear understanding of the pupil, their needs, pupil voice, parent voice and targets

*SENCo connects with parents/carers of pupils who are new to the SEND register or the school.

*Interventions planned in July being in the second/third week.

October
*My Plan targets are revisited by teacher and adapted accordingly, these are updated and shared with families through EduKey.

November
*Progress of pupils on the SEND register reviewed in pupil progress meetings.

*Data for pupils on SEND register and interventions analysed.

*Support staff review impact of interventions with class teacher and meet to update provision map.

*Parents discuss My Plans with teachers at Parent Teacher Conferences.

December
*My Plans reviewed, new targets set and shared with families through EduKey.

January
*New interventions reviewed/planned in Autumn term begin.

February
*Progress of pupils on SEND register reviewed in pupil progress meetings.

*Data for pupils on SEND register and interventions analysed.

*Parents discuss My Plans with teachers at Parent Teacher Conferences.

March

*Support staff review impact of interventions with class teacher and meet to update provision map.

April
*My Plans reviewed, new targets set and shared with families through EduKey.

*New interventions reviewed/planned in Spring term begin.

June
*Data for pupils on SEND register and interventions analysed.

*Support staff review impact of interventions with class teacher and meet to update provision map.

July
*Support staff allocation for September planned.

*My Plans reviewed, new targets set and stored for new class teachers in September. Teacher's meet 1:1 with pupils on the SEND register to update pupil voice.

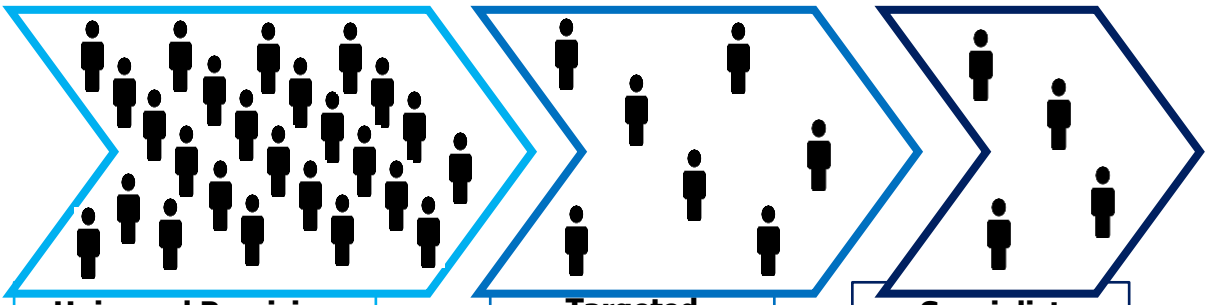
*Transition books for pupils on the SEND register (if required) shared with families.

- At the end of each key stage 2 all pupils are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and Year 6 results are published nationally. If a child is not working at the standard of the test the Headteacher may decide not to enter a child for the test; if this the case for your child the Headteacher will explain their decision to you.
- All children with an EHCP and some children at School SEN Support will have a 'My Plan' to be written and reviewed with your involvement.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- All class teachers monitor children's progress and liaise with the SENCo if there are any concerns.

Salusbury Primary School

What support is available for pupils at Salusbury Primary School with SEND?

Support for pupils with or without SEND comes in three stages of provision. These are universal, targeted and specialist. Below is an example of provisional available at Salusbury Primary school however it is not an extensive list.



Universal Provision

Teaching strategies in every classroom

- Clear communication between all stakeholders
- Quality First Teaching
- Positive Behaviour System
- Activities chunked into manageable tasks with scaffolding
- Clear explanations and checks for understanding
- Flexible grouping
- Thinking and response time
- Visual timetable
- Brain breaks
- Sentence stems
- Place2talk
- Visual and practical resources to enable all children to demonstrate their knowledge and learning in a variety of ways
- Pre-teaching key vocabulary
- Knowledge organisers
- Sensory aids (pencil grips, adaptable pens/pencils, focus tools, wobble cushion etc.)
- Zones of regulation
- Lego club
- EEF toolkit
- Naturetopia/EYFS Playground

Targeted

Pupil receiving support that is 'additional to or different'

- Place2Be
- Zones of regulation group
- Bucket time
- Colourful semantics
- Wellcomm
- Now/Next board
- Personal visual timetable
- Lego therapy
- Sport and Thought
- Social skills
- Intervention groups
- Precision teaching
- ELSA
- Allchild
- School nurse
- School lift
- Use of technology (talk tins ect)
- Sensory aids (pencil grips, adaptable pens/pencils, focus tools, wobble cushion, writing slant, kick band etc.)
- Sand timers
- Reading rulers/ coloured overlays
- Standing desks
- BOAT (brent outreach autism team)
- Social scripts/stories
- Fine/gross motor skills
- Sensory circuits/diets

Specialist

Pupil is still not making the expected progress (academically or socially) and external professional input is required

- EHCP (Education, health and care plan)
- Speech and language therapy
- Physiotherapy
- Occupation therapy
- Teacher of deaf
- Teacher for the Visually Impaired
- Personalised curriculum/timetable
- Some in class support from an additional adult
- Communication Boards
- PECS (picture exchange communication system)
- GOSH (Great Ormond Street Hospital)
- Early help
- CDS (Child Development Services)
- WEST (Wellbeing & Emotional Support Team)
- Specialist charities (such as: AT society)
- EP consultation
- Brent inclusion team
- CAMHS (Child & Adult Mental Health Services)

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 SENCo is also 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.
- Pupil with My Plans will have their plans reviewed with your involvement at the end of each term.
- Homework will be differentiated as needed to your child's individual needs.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Brent SENDIASS https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/brent-send-information-advice-and-support-service-sendiass/ and to other parent support groups.

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

We are an inclusive school; we welcome and celebrate diversity. The staff believes that a child having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

At Salusbury, we believe that it is crucial to take a holistic view to child development and to support children in all areas of their life - not just academically. With this in mind we have Place2Be working in our school for 4 days per week to support children, parents and staff. Place2Be provides emotional and therapeutic services in primary and secondary schools, building children's resilience through talking, creative work and play. For more information about what they do you can contact the school office and ask to speak to Roxanne Burt, our lead counsellor at the school. She can be contacted via the school office email address admin@salusbury.brent.sch.uk.

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 SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the office medication is recommended by Health professionals to be taken during the school day.
- 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.

How is Salusbury accessible to children with SEND?

- The building is accessible to children with physical disabilities via ramps and a lift. We have worked closely with Brent Council to secure planning permission for a lift to make the middle and upper floors more accessible. Work on this was completed in September 2023 and now all floors in the school are accessible to pupils 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 as accessible as practicably possible for all children including those with SEND.

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 about children's individual needs is stored on Provision Map, which all teachers can access, and a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
- Your child would be helped by a transition book to support them in understanding moving on.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Your child would be helped by a transition book to support them in understanding moving on
- 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.
- When children are preparing to leave us for a new school, we arrange additional visits. QPCS, who we are a 'feeder' school for, run a mentoring programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving, transferring children to different schools ensuring all relevant paperwork is passed on, and all needs are discussed and understood.

How will my child be able to contribute their views?

We 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.

- Pupils who have individual support plans (My Plans) are consulted to gain their views before any targets are set and outcomes are based on a combination of the views of the child, the family, any professionals involved, and adults who support the child in school.

- 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 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, a Pastoral Support Plan is written alongside the child and parents to identify the specific issues, with input from Brent Inclusion Service. 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 admin department. Lateness and absence are recorded and reported upon to the head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

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 endeavor to provide the necessary support to ensure that this is successful. We also rely on parents and carers' support to meet the adult to pupil ratio on trips.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. If school staff feel it is necessary a 'Pupil Specific Risk Assessment' will be written for some children with additional needs. 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.

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.

How the school's resources are 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 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 need basis. The pupils who have the most complex needs are given the most support, often involving a teaching assistant working alongside an individual or group of children in class.

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

Our SENCO oversees all the training for staff supporting children with SEND. All staff have basic awareness level training in Special Needs and Physical Disabilities

- We have members of staff trained as SEND Specialist TAs who receive regular support from the SENCO and our allocated Speech and Language Therapist.
- We have two TAs who have taking part in specialist training as ELSAs (Emotional Literacy Support Assistants)

- The majority of our TAs have had training in delivering reading, spelling /phonics and Numicon programmes.
- A large number of staff are trained to deliver the Read Write Inc. Programme.
- A number of staff are trained to deliver Lego Therapy and interventions for Autism
- A number of staff have received 'Positive Handling' training.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school.

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 school's complaints procedure is available on our website https://www.salusbury.brent.sch.uk/Information/Complaints/
- Information about Disagreement Resolution (for disagreements between parents/YP and the LA or parents/YP and the educational provider) can be found here https://www.kids.org.uk/what-is-disagreement-resolution#:~:text=Access%20to%20disagreement%20resolution%20covers,before%20it%2 0can%20take%20place.
- Complaints to OFSTED (about whole SEND 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)

If you are concerned about your child or if you'd like to feedback, including compliments and complaints about SEND provision please email: admin@salusbury.brent.sch.uk or call 020 7624 0311

If you'd like impartial advice Brent SEND Information Advice and Support Service (SENDIAS) contact: Sendias@brent.gov.uk or call 020 8937 3434

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's Local Offer is a single point of contact for information and advice for children and young people with SEND ages 0-25 and their families. Their website is: http://brent.gov.uk/localoffer.
- Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: Brent SEND Information Advice and Support Service. Their website is: https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendiass.
- National charities that offer information and support to families of children with SEND are:

› IPSEA

› SEND family support

› NSPCC

- Family Action
- Special Needs Jungle

Glossary

- **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 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