

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

Alperton Community 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).

This document is intended to give you information regarding the ways in which we support all of our pupils including those with SEND and disabilities, in order that they reach their full potential in accordance with the SEND Code of Practice 2015 (January). It may not list every skill, resource and technique we employ, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs we have specific needs-based plans, which help support the development of these children and accelerate their progress.

Children at Alperton Community School are making good academic progress and achieving in line with other schools nationally. Our useful SEND / Inclusion Policy and Disability Accessibility Plan are available on the school website. If you would like any further information about what we offer at Alperton Community School then please do not hesitate to contact us directly.

1. What kind of SEND are provided for?

We currently provide support for children who have difficulties with Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical difficulties **who are able to access a broad and balanced curriculum with their peers in a mainstream setting.**

2. How can I let the school know if 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 form teacher, subject teacher or pastoral manager.

If you are not happy that your concerns are being managed and that your child is still not making progress then you should speak to the Special Educational Need Coordinator (SENCO). If you are still not satisfied, we recommend you to contact the Headteacher.

3. 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 inform you and may 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.

4. How is extra support allocated to children and how do they move between the different levels?

The school budget includes money received from Brent Local Authority for supporting children with an EHCP.

The headteacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.

2025 SEND Information Report

The senior leader responsible for SEND and the SENCO discuss all the information they have about SEND in the school, including:

- The children who are already getting extra support.
- The children who need extra support.
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

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

Directly funded by the school:

- The number of SEND Teaching Assistants
- Lexia interventions
- Symphony interventions

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

- Brent Outreach Autism Team (BOAT)
- Inclusion Support Officer (from Brent)
- Brent Deaf and Hearing-Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Speech and Language Therapy for those children with an EHC Plan (provided by Health but paid for by the Local Authority)
- Brent Occupational therapy services

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

- School Nurse

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

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on

SEND issues delivered by the SEND Team and external professionals.

- 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.
- All teachers and adults working with students with SEND get information about their needs from a variety of sources including the SEND Team, SEND Register, SEND pupil profiles and a range of communications about individual students' SEND needs.

7. 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.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a regular basis as needed to meet your child's learning needs.

8. 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 twice a year and a grade given in each subject as well as an attitude to learning (AtL).
- 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 your child is making good progress within any individual work programme and in any group that they take part in.

9. What support do we have for you as a parent of a 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 in 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.
- Home learning will be adjusted as needed to your child's individual needs.
- Parents are informed and actively encouraged to support shared goals at home.
- We will signpost access to Parent Partnership and to other parent support groups.

- Brent Inclusion Support Officer will support any significant behaviour concerns which may lead to an exclusion.
- Referral to the Education Welfare Officer in cases where attendance is low and/or unexplained.

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

- We are an inclusive school; we welcome and celebrate diversity. The staff believes that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children.
- The class/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 SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.
- Opportunities to talk to caring trusted staff.

11. How does the school manage the administration of medicines?

- The school has a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the Pastoral Manager or Welfare Officer if medication is recommended to be taken during the school day by health professionals.
- On a day-to-day basis the Welfare Officer oversees the administration of medicines.
- As staff we have regular training and updates on conditions and medication affecting individual children.

12. How is Alperton Community School accessible to children with SEND?

- All children will have an assessment on entry to the school.
- 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.
- Both schools are DDA compliant and allow full wheelchair access.

13. 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 as 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 of your child are passed on as soon as possible.
- 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 teachers. All support plans will be shared with the new teacher.
 - If your child is helped by a book to support them in understanding moving on then it will be made for them.
- When moving between Key Stages:
 - The SENCO will, if possible, attend Primary Transition Days to discuss the specific needs of your child with the SENCO of their primary school.
 - The SENCO will arrange a meeting with specialists involved with your child as appropriate.
 - Your child will learn about relevant aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit the new school prior to admission 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.
 - 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 EHCP, where possible an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend.
 - Careers advisors are involved in the transition process between Key Stage 4 and Key Stage 5 and between Key Stage 5 and college/higher education or employment.
 - Career workshops organised by the career lead.

14. How will my child be able to contribute their views?

- We are a 'Rights Respecting School' where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have individual support plans discuss and set their targets with their class teacher, key worker or a Teaching Assistant as appropriate.
- There is an annual student questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a worry.
- If your child has an EHCP their views will be sought before any review meetings and they will be invited to attend if this does not distress them.

15. 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 students.
- If a child has behavioural difficulties an individual strategy is discussed and agreed with 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, often completing a reflection form. 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 daily by the Attendance Officer. Lateness and absence are recorded and reported upon to the Headteacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

16. How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure health & 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, as far as is possible, the same curriculum areas will be provided in

school.

17. How are the school's resources allocated and matched to children's SEND needs?

- We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have a small team of teaching assistants 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's basis. The children who have the highest level and complex needs are given the most support, often involving some in-class support from a Teaching Assistant as well as other interventions.

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

- Our SENCO is fully qualified and accredited.
- As a school we work closely with any external agencies which have been specified in the EHCP and that we feel are relevant to individual children's needs within our school.

19. What training has the staff supporting children with SEND had or is currently having?

- All Teaching Assistants have had relevant training.
- Teaching Assistants and teachers have training to meet the needs of students with an EHCP.

20. 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 for the needs of their child, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or Brent's complaints procedure.
- The disagreement resolution service (for disagreements between parents/YP and Brent or parents/YP and the educational provider).
- Complaints to the EFA (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).

21. Who do I contact for further information?

- **SENCO:** Mrs S. Hussain
Email : send@alperton.brent.sch.uk
Phone : 020 8902 2038