



April 2018

JFS School
The Mall Kenton Harrow HA3 9TE

Parent Information
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) OFFER

All Brent maintained schools have a similar approach to meeting the needs of students with special educational needs and are supported by the Local Authority (LA) to ensure that all students, 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 students with special educational needs being met in a mainstream setting wherever possible, where families want this to happen. Details of the JFS SEND offer can be found on the School's website, following this link:

<http://www.jfs.brent.sch.uk/what-we-teach/individual-needs-and-inclusion/send-information-report-local-offer>

JFS is a fully inclusive school which ensures that all students achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum.

This document is intended to give you information regarding the ways in which we ensure we support all of our students including those with Special Educational Needs and Disabilities (SEND), in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

Students are identified as having SEN 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 and pupil profiles which help support their development and accelerate progress.

Other useful documents, such as our SEND/ inclusion policy and Disability Accessibility Plan, are available on the School website. If you would like further information about what we offer here at JFS then please do not hesitate to contact us directly.

Please see below details of the JFS School SEND Offer, in Q&A form:

1. How can I let the School know I am concerned about my child's progress in school?

- If you have concerns about your son's/daughter's progress you should speak to your son/daughter's Director of Studies.
- If the Head of Year (HOY) feels it is appropriate, they will liaise with the Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- Further concerns can be raised with the School's SEND Governor (governors@jfs.brent.sch.uk).

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 communicate their concerns and

- listen to any concerns you may have and meet with you if necessary,
- liaise with subject teachers to ensure appropriate interventions are put into place in lessons,
- plan any additional support your child may need and

- discuss any referrals to outside professionals to support your child's learning.

3. How will learning and development provision be matched to my child's needs?

- The School budget, received from Brent LA, includes money for supporting all students with SEND.
 - 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.
 - School Leadership and the SENDCo discuss all the information they have about SEND in the School, including:
 - the students who are presently receiving extra support
 - the students needing extra support,
 - the students who have been identified as not making as much progress as expected
- They then decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

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

Directly funded by the School:

- Deputy SENDCo
- Inclusion Room Manager
- Learning Mentors
- School Counsellor
- Highly trained Learning Support Assistants (LSA)
- Specialist SEN Teachers
- A dedicated Behaviour Team - 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)
- Speech and Language Therapy for those students with an Education Health Care Plan (EHCP) (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 (for statemented/EHC Plan students)
- Occupational therapy (for statemented/EHC Plan students)

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

- The SENDCo's job is to co-ordinate support within the School and give advice and recommend strategies for subject staff.
- The School has a training plan for all staff to improve the teaching and learning of students including those with SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorder (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 students in their class e.g. from BOAT. There are also online training materials such as the Inclusion Development Programme.

6. How will the teaching be adapted for my child with SEND?

- Subject teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met.
- Specially trained support staff can advise the teachers in their 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 need.

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

- Your child's progress is continually monitored by his/her subject teachers.
- His/her progress is reviewed formally every term and an attainment level given in all subjects.
- The progress of students with an EHCP is formally reviewed at termly Individual Learning Plan meetings and the annual review with your child and all adults involved with the child's education.
- The Head of Year for each year will also check that your child is making good progress through termly assessments carried out by all subject departments and liaise with the SENDCo where necessary.

8. What support do we have for you as a parent of child with SEND?

- The Head of Year is 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 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.
- Homework will be adjusted for statemented students as needed.
- e-mail is used to support communication with parents of a child with an EHCP.
- 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. Staff believe that students having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our students.
- The responsibility for the pastoral, medical and social welfare of every student in their year is overseen by the Year Manager. Therefore, this would be the parents' first point of contact.
- If further support is required the Year Manager 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 such as CAHMS?

10. 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. It is published on our website.
- Parents need to contact the Year Manager if medication is recommended by Health professionals to be taken during the School day.
- On a day to day basis the School Nurse oversees the administration of any medicines.
- Staff are made aware of any students with medical needs.

11. How is JFS School accessible to students with SEND?

- For students with a EHCP a taster day is provided in the Autumn Term prior to application for Secondary School.
- In the Summer Term a further taster day is provided for students with a EHCP prior to transition.
- All students will have an assessment on entry to the School to help baseline their attainment and help plan for their needs.
- Where possible the SENDCo attends the transition Annual Review meeting at your child's primary school in year 6
- The building is accessible to students with physical disability via ramps. The ground floor of the JFS building is accessible to those with physical disabilities.
- We ensure that teaching resources and equipment used are accessible to all students regardless of their needs.
- After school and extra-curricular provision is accessible to all students including those with SEND.

12. How will we support your child when they are leaving this school?

We recognise that transitions can be difficult for a student 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 Special Educational Needs and Disabilities Co-ordinator (SENDCo) 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.
- In Year 6/11:
 - The SENDCo and Pastoral and Transitional Director will visit feeder primary schools to discuss the specific needs of your child with the SENDCo of their primary school. (This isn't when they are leaving this school)
 - Transitional Mentoring will be given to those students, if deemed appropriate.
 - EHCP students will spend a day at JFS to familiarise themselves with lessons and the building. (Not when they are leaving this school)
 - We liaise closely with staff when receiving and transferring students 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.

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

- Students who have an EHCP discuss and set their targets with their LSA (under the supervision and guidance of the SENDCo).
- Students meet with their key worker at least every fortnight when they have the opportunity to discuss their progress and any issues they are concerned about.
- JFS have a School Council run by the Head Boy and Girl team. Each class has their own representative.
- If your child has an EHCP, their views will be sought before any review meetings and they will be invited to attend.

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 students.
- If a student has behavioural difficulties a Behaviour Report Card is issued by the Year Team and monitored by the Year Manager, who sees the student daily. Difficulties are identified and targets are set in discussion with the student.
- Any significant behaviour incidents are thoroughly investigated by the School Behaviour Team.
- Students at risk of exclusion meet with the Brent Inclusion Officer, who will give them advice and strategies on how to move forward positively.
- Should the need arise; students are placed on a Pastoral Support Plan (PSP). Regular meetings take place with student, parents, Brent Inclusion Officer and the Year Manager. Where necessary the SENDCo will also attend these meetings. Targets are set and reviewed regularly.
- Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and detentions given for poor punctuality. Year Managers monitor both attendance and punctuality and refer students to the Education Welfare Officer for consistent poor attenders.

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

- All students are included in all parts of the School curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is possible and successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's Health & Safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities covering the same curriculum areas will be provided in school.

16. How are the School's resources allocated and matched to students SEND needs?

- We ensure that all students 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 SEN teachers and LSAs who are funded from the SEND budget and deliver support designed to meet students' needs.
- The budget is allocated on a needs basis. The students who have the most high level and complex needs are given the most support often involving an LSA.
- We have regular INSET sessions for the LSAs on literacy, numeracy and working with students with a variety of different needs and disorders.
- Training is on-going as part of the professional development for all teachers.

17. What specialist services and expertise are available at or accessed by the School?

- We have a designated SENDCo.
- We have a team of specialist teachers whose qualifications and expertise cover a wide range of specific learning difficulties.
- As a school, we work closely with any external agencies that we feel are relevant to individual students' needs within our school including educational psychologists (EPs), specialist services for Hearing Impairment (HI), Visual Impairment (VI) or ASD, the Behaviour Support Team. Health, including the medical officer, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Child and Adolescent Mental Health Services (CAMHS) and Social Services.

18. 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 disagreements between parents/young person and the LA or parents/young person and the educational provider).
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual students and where the complaints procedure has not resolved the complaint).
- An appeal to the SEND First-Tier Tribunal about EHCPs 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).

19. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

You will also find information about how different services in Brent provide help and support to students with SEN/D and their parents on Brent's Local Authority website. www.brent.gov.uk/localoffer