



SEND INFORMATION REPORT FOR PARENTS/GUARDIANS 2025-2026

This document is written in line with the requirements of: Part 3 of the Children and Families Act 2014, SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2015, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations Section 49, The Order setting out transitional arrangements, Section 137 The Equality Act 2010

Purpose

This document is intended to provide clear, comprehensive and accessible information about our SEND provision and should be read in conjunction with the following policies: Accessibility Policy, Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, Communication Policy, and any other policies that are relevant to SEND issues in the school.

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they: Have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

BPA is committed to providing a supportive and caring environment, in which all children feel valued and secure. We aim to produce confident, happy, and independent learners, where inclusion is central to our ethos. All learners with SEND are taught how to identify and self-regulate emotions, in an environment where mental health is primary. We believe that creating positive, self-loving, and courageous learners is the first step to effective education, and we believe that providing a space where safety, security, openness, and acceptance is key to a well-rounded education.

We are dedicated to improving outcomes and having high expectations for all children with Special Educational Needs and Disabilities and ensuring that they are prepared and ready for their education and life beyond primary school.

The kinds of special educational needs and disabilities for which provision is made at Brentside Primary Academy

Special Educational Needs and Disabilities are broadly defined by the following four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical Needs

At BPA, we can generally make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP); for instance dyslexia, dyspraxia and behavioural difficulties.

There are other special educational needs and disabilities which do not occur as frequently and with which the school is less familiar, but we will endeavour to do all we can to meet these pupils' needs in a way that does not compromise the efficacy of the education of others. We will work closely with other schools in Ealing and appropriate outreach services to ensure that we always have relevant and specialised support when addressing a need that we may not have extensive experience with.

The school also currently meets (and has previously met) the needs of pupils with an Education, Health and Care plan (EHCP) with the following kinds of special educational need: Autistic Spectrum Disorder, Specific Learning Difficulties, Social Emotional and Mental Health, and Speech, Language and Communication Needs.

The admission arrangements for pupils without an Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage disabled children or those with special educational needs, and will follow the usual school admissions procedures.

Information about the policy for identification and assessment of pupils with SEND

At BPA, we monitor all pupils regularly to review their progress. We also use a range of assessments with all pupils at various points, such as the Year 1 phonics screening test, spelling and reading age tests, and a range of universal assessments.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a pupil's special educational need has not been identified. This extra support will enable the pupil to catch up. We record this extra support using Pupil Passports, allowing us to monitor in-class interventions and support strategies.

Some examples of extra support are small group work, extra reading support, and emotional and social programs/activities.

Where students are withdrawn from lessons, which happens rarely, the focus is on a range of additional support linked to their assessed social, emotional, or learning needs. Any additional targeted support is monitored and evaluated for its impact. Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents/carers, strengths and weaknesses are identified and used to identify an appropriate plan which forms a SEND Pupil Passport.

At times it may be necessary to consult with outside agencies to receive more specialised expertise and advice. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, detailed in the Pupil Passports, reviewed regularly, and refined/revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil can maintain good progress without the additional and different resources, he or she will no longer be identified as having special educational needs. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

All interventions are monitored and reviewed to identify what impact they have had on a pupil's educational progress. This would involve discussions with the class teacher, parents/carer, and the SENDCo/Inclusion Lead through the Code of Practice (CoP) 'Assess, Plan, Do, Review' model.

How we evaluate the effectiveness of the provision made for pupils with special education needs

With or without an Education, Health and Care Plan, regular monitoring and review will focus on the extent to which planned outcomes have been achieved.

Views of the pupil, parents/carers and class teachers will be considered. The assessment information from teachers will show whether adequate progress is being made. The SEND Code of Practice (2014) describes adequate progress as:

- similar to that of children of the same age who had the same starting point
- matching or improving on the pupil's previous rate of progress, which allows the attainment gap to close between the pupil and children of the same age

For pupils with an Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. For all other pupils with SEND, parents/carers can review their progress at 3 points during the school year or can meet with the SENDCo at their request.

An overview of the effectiveness of provision across the school is written on a yearly basis and shared with SLT and governors. This evaluation informs what intervention/provision should be put into place for the following academic year.

BPA's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. This is done in 'Pupil Progress' meetings, which are held throughout the year and are attended by members of the senior leadership team, SENDCo/Inclusion Lead, class teachers and support staff as necessary. If these review meetings do not show adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

BPA's approach to teaching pupils with special educational needs

Our approach to teaching children with special educational needs is based on two principles: *"Special educational provision is underpinned by high quality teaching and is compromised by anything less"* (SEND CoP, 2014) and *"All teachers are teachers of pupils with special educational needs"* (SEND CoP 2014).

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. BPA regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered (CoP 6.34). We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum and Early Years Foundation Stage, the school employs alternative teaching approaches, as advised by internal and external assessments; e.g. one to one tutoring, precision teaching, small group teaching, use of ICT software and learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class/subject teacher will remain responsible for working with the pupil on a daily basis.

How BPA adapts the curriculum and learning environment for pupils with special educational needs

The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. At BPA, we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans. As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, staff and governors regularly review the curriculum, and training is available as required to build on any improvements needed.

How BPA allocates SEND funding

This funding is used to support and enhance the high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEND and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In some cases, an exceedingly high level of resource is required. In these cases, the school may request 'top up' funding from the Local Authority. The Headteacher has the final say in the use of the personal budget within the school.

Activities that are available for pupils with special educational needs, in addition to those available in accordance with the curriculum

All clubs, trips, and activities offered to pupils at BPA are available to pupils with special educational needs. For some pupils, 'reasonable adjustments' may need to be made. This is always done in partnership with parents and carers. The school also provides additional lunch and playtime cover as appropriate for children with SEND.

Support that is available for improving the emotional and social development of pupils with special educational needs at BPA

We are committed to enabling all pupils to form positive relationships, develop emotional resilience, and foster effective social skills. These skills are developed through direct teaching; e.g. PSHE, SEAL, circle time and indirectly through conversations that adults have with pupils throughout the day. Zones of Regulation are used and identified school wide. The strategic use of our sensory/ emotional regulation room, 'The Haven', is fundamental to our vision where all students develop skills of independence.

The name and contact details of the SENDCo/Inclusion Lead at BPA

Hodo Dahir is the named SENDCo. She has extensive experience working with pupils who have SEND and holds the NPQSENCO (national professional qualification in SEN leadership).

She is supported in her role by Lisa Varty– SEND Administrator, and Stephen Dias-Smith, Assistant Head for Inclusions and Welfare.

They can be contacted by phone on 0208 813 2580 or by email: send@brentsideprimary.ealing.sch.uk

The named governor for Special Educational Needs is vacant. They can be contacted via the school office on 0208 813 2580 or send@brentsideprimary.ealing.sch.uk

The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have an awareness of and training in a range of special educational needs. Training is provided by speech and Language therapists, educational psychologists, occupational therapists, play therapists, the behaviour support team, and others.

How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis. The SENDCo will work in liaison with parents/carers, teaching staff and other professionals to make reasonable attempts to identify and source any additional equipment and facilities required.

The arrangements for consulting parents/carers of children with special educational needs, and involving them in their education

All parents/carers of pupils at BPA are invited to discuss the progress of their children on a number of occasions across the year and receive a written report at the end of the school year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. If, following this, normal provision improvements in progress are not seen, we will contact parents/carers to discuss this and what next steps will be taken. A pupil will be identified as requiring SEND support because special educational provision is being made for them, and the parents/carers will be invited to planning and reviews of this provision as necessary. Parents/carers will be actively supported to contribute to assessment, planning, and review. In addition to this, parents/carers of pupils with Education, Health and Care Plans will be invited to contribute to and attend an annual review, which, wherever possible, will include reports from other agencies involved with the pupil.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

At BPA, we are passionate about child-centred planning. When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of the Pupil Passport plan as appropriate. They should be invited to any meetings that are held about them and should be actively encouraged to participate in planning and review meetings. For children in Early Years and for some children with complex needs, their parents/carers may take a more active role on their behalf.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at BPA

The same arrangements for the treatment of complaints at Brentside are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss concerns with the class teacher in the first instance and with the SENDCo where appropriate. Please refer to our Complaints Policy for further information.

How BPA involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school engages with the following:

- A Service Level Agreement with the Educational Psychology service
- An option to make ad hoc requests for advice from the Education Inclusion Service and Sensory Advice Service
- Access to the School Nurse Team
- Ealing NHS Occupational Therapy
- Independent Occupational Therapist
- Ealing NHS Speech and Language Therapy
- Independent Speech and Language therapist
- Independent Play therapist
- Social care
- Autism & complex learning needs Outreach teams- through Springhallow/Castlebar/Mandeville schools
- Ealing Primary Centre (Behaviour Support Team)

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

ISAID (Impartial Support, Advice and Information on Disabilities and Special Educational Needs) offers free, impartial, independent advice and support to families living in Ealing with a child or young person up to the age of 25 who has special educational needs or a disability (SEND).

ISAID work with parents and carers as well as directly with young people to help develop and maintain good relationships with schools, colleges, the local authority and other professionals in order to secure the best outcomes for the person with SEND.

ISAID aim to ensure parents/carers and young people understand everything and can fully participate in the EHCP process by explaining how the EHCP assessment process works.

They promote positive outcomes between parents/carers, schools, colleges and Local Authority agencies and ensure the views, needs, and wishes of parents/carers, children and young people are included in the EHCP assessment.

Who to contact:

I SAID Telephone 02039788989

E-mail: isaidealing@family-action.org.uk

Website <https://www.family-action.org.uk/>

Address Sycamore Lodge, 1 Edgecote Close, London, W3 8PH

IPSEA are a leading charity in the field of SEND law in England, and provide free and independent legal advice and support to families of children and young people with SEND. They also provide training on the SEND legal framework, and influence policy at both a local and national level.

Who to contact:

IPSEA Helpline Telephone 0300 222 5899

Website: <https://www.ipsea.org.uk/>

Address 2A Stansted Courtyard, Parsonage Road, Takeley, Bishop's Stortford, CM22 6PU

Ealing Anchor Foundation are a registered charity local to the Ealing borough, who provide practical support, services and information to families of differently abled children. Their services are geared towards supporting families from the beginning of their journey and as such are targeted primarily at the 0-5 age group of children. They deliver a range of workshops, events, play group, advice sessions and support groups dedicated to building and empowering the local community.

Who to contact:

EAF Telephone 020 8571 9954

Website: <https://ealinganchor.org.uk/>

Address Grove House, 77 North Road, Southall, UB1 2JL

BPA's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At BPA, we understand that we are one part of a much larger life journey for any child who is with us. Whilst our aim is to provide a happy, caring environment where children can achieve their best, we also need to ensure that

we provide a secure transition for them as they move on. This may be as a result of a natural phase move into secondary school, a relocation, or because another setting has been identified as a more suitable provision for them.

The SENDCo and Inclusion Lead is responsible for ensuring:

- All relevant information and paperwork is passed on to the new setting. This is done in various ways, but may be as a 'Secondary Transition Form' or as a meeting between the new setting and Inclusion Lead.
- Where appropriate, the Inclusion Lead may visit a new setting to ensure its suitability for the child.
- A phased transition may be appropriate, whereby BPA and the new setting arrange a number of visits for the child before transferring so that they feel safe and secure in their new environment.
- The use of visual aids, transition books and discussions with the child help to ensure that they feel supported as they prepare to leave BPA.
- In liaison with parents/carers and pupils so that additional pastoral care is provided to support transition

Information on where the Local Authority's Local Offer is published

The Local Authority's Local Offer link is on the school website.

Those without internet access should make an appointment with the SENDCo or SEND Admin to gain the information they require. We will publish information on our website about the implementation of the SEND policy and Local Offer. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2015.