



Brentfield Primary School

Children of Today, Champions for Tomorrow

SEND Information Report

Head Teacher	Mrs N. Harmer
Person Responsible	Ms S. Rawat
Review Date	February 2027

Brentfield Primary School is committed to providing an inclusive learning environment where all pupils, including those with special educational needs and disabilities (SEND), are supported to achieve their full potential. This document outlines how we identify needs, provide support, and work in partnership with pupils, parents and external agencies to ensure positive outcomes for all pupils.

Additional useful documents, including our SEND Policy and Accessibility Plan, are available on the school website. If you would like further information about the provision at Brentfield Primary School, please do not hesitate to contact us directly.

What are special educational needs (SEN) or a disability?

At Brentfield Primary School, we use the definition for SEN from the SEND Code of Practice (2015).

A child or young person has **Special Educational Needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability 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 facilities generally provided for others of the same age in mainstream schools.

Under the Equality Act 2010, a disability is defined as:

A physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

This includes sensory impairments (e.g. vision or hearing impairment) and long-term health conditions such as asthma, diabetes, epilepsy or cancer.

Not all children with SEN have a disability, and not all children with a disability have SEN.

What kinds of SEND do we provide for?

We provide support for pupils across the four broad areas of need identified in the SEND Code of Practice:

1. Cognition and Learning

- Moderate learning difficulties (MLD)
- Specific learning difficulties (SpLD), including dyslexia and dyspraxia

2. Communication and Interaction

- Autism
- Speech, language and communication needs (SLCN)
- Selective mutism

3. Social, Emotional and Mental Health (SEMH)

- Attention Deficit Hyperactivity Disorder (ADHD)

- Anxiety
- Emotional regulation difficulties

4. Sensory and/or Physical Needs

- Hearing impairment
- Visual impairment
- Physical disability
- Medical needs

How do we identify and assess pupils with SEND?

We believe in early identification and support to secure the best possible outcomes. Identification may arise from:

- Screening on entry to school
- Ongoing teacher assessment and whole-school progress tracking
- Concerns raised by parents/carers
- Referrals from staff
- Information from previous settings
- Advice from external professionals

Where concerns are identified, we follow the graduated approach:

Assess → Plan → Do → Review

We may use:

- Standardised assessments
- Observations
- Specialist assessment tools
- Advice from external professionals (e.g. Speech and Language Therapy, Educational Psychology)

A pupil will be placed on the SEND register at SEN Support if additional provision is required that is different from or additional to the school's ordinarily available provision.

What is our approach to teaching pupils with SEND?

High-quality, inclusive teaching is our first response to meeting pupils' needs. All teachers are teachers of pupils with SEND.

We use:

- Adaptive teaching approaches
- Clear modelling and scaffolding
- Visual supports and structured routines
- Assistive technology where appropriate
- Targeted small-group or individual interventions

Provision is recorded and reviewed termly through Individual Support Plans (ISPs) and during learning conversation/Accelerating pupil progress meetings.

How do we adapt the curriculum and learning environment?

We are committed to ensuring that all pupils can access a broad and balanced curriculum, regardless of their individual needs.

Adaptations may include:

- Modified tasks and differentiated outcomes to meet individual abilities
- Pre-teaching of key concepts and opportunities for overlearning
- Use of visual timetables and communication aids to support understanding
- Access to laptops or specialist equipment where appropriate
- Targeted adult support to facilitate engagement and progress

Our Accessibility Plan outlines how we continuously improve access to:

- The curriculum
- The physical environment
- Written information

In addition, risk assessments are carried out for off-site visits to ensure all pupils can be safely and fully included.

How do we consult parents and involve them in their child's education?

We work in partnership with parents and carers.

We ensure:

- Regular communication with the class teacher
- Opportunities to meet with the SENDCo
- Sharing of reports from external professionals
- Joint target setting
- Adjusted home learning where appropriate

We value parental insight and actively encourage shared goal-setting.

How do we involve pupils with SEND?

Pupil voice is central to our practice.

- Pupils contribute to their Individual Support Plans
- Views are gathered before annual reviews
- Pupils may attend review meetings where appropriate
- Pupil voice interviews inform provision

We aim to develop pupils' independence, self-advocacy and confidence, empowering them to take an active role in their education.

How do we evaluate progress?

We recognise that attainment data alone does not fully capture the progress of our most vulnerable pupils. Therefore, we take a holistic approach to assessment.

We use a range of approaches, including:

- Ongoing teacher assessment to track day-to-day progress
- Half-termly pupil progress meetings to review attainment and plan next steps
- Progress towards personalised targets
- Pupil and parent feedback
- Standardised assessments
- Attendance
- Strengths and Difficulties Questionnaire (SDQ) outcomes
- Development of life skills

This ensures that both academic progress and wellbeing are considered when evaluating impact and planning next steps.

For pupils with an Education, Health and Care Plan (EHCP):

An annual review is held to evaluate progress towards agreed outcomes and to plan future provision

How do we support transitions?

We recognise that transitions can be challenging and provide tailored support.

Moving to/from another school

- We consult 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.

Moving classes within school

- Transition meetings between teachers
- Support plans shared
- Transition booklets where needed

Transition to secondary school (Year 6)

- Additional visits arranged where appropriate
- Social stories developed
- Close liaison with receiving schools
- EHCP annual review held as a transition review where new schools are invited
- Sessions focussed on transition to Secondary

How do we support emotional and social development?

We promote the wellbeing, emotional development and resilience of all pupils.

Support may include:

- Whole-school approaches to emotional regulation
- Social skills groups to develop interaction and communication skills
- Counselling support via Place2Be, including self-referral during lunchtime and one-to-one sessions
- Access to therapeutic interventions through external referrals where appropriate
- Inclusive extracurricular opportunities to promote belonging and confidence
- Participation in the AllChild programme

The class teacher remains the first point of contact for pastoral care and ongoing emotional support.

What expertise and training do staff have?

- The SENDCo holds the National Award for SEND Coordination.
- Staff receive ongoing professional development in SEND to support inclusive practice.
- Targeted training is provided in response to identified needs, such as autism, speech and language needs and sensory processing differences.
- Teaching Assistants are trained to deliver specific interventions, including phonics and develop specialisms areas such as autism.

How do we work with external agencies?

We work collaboratively with:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Autism outreach services
- Sensory impairment services
- Health professionals and social care
- Local authority Inclusion/SEND Service

Parental consent is always obtained prior to referral.

How do we secure equipment and specialist resources?

Where recommended by professionals, we:

- Make reasonable adjustments to support access and participation
- Purchase specialist equipment to meet identified needs
- Adapt learning environments where appropriate
- Access Local Authority High Needs Funding where applicable

How do we evaluate the effectiveness of SEND provision?

Provision is reviewed through:

- Senior Leadership monitoring
- Governor oversight
- Analysis of pupil progress data
- Learning walks and lesson observations
- Intervention impact reviews
- Parent and pupil feedback
- Quality assurance audits

What should parents do if they have concerns?

1. Speak to your child's class teacher.
2. Contact the SENDCo if concerns continue.
3. Contact the Headteacher if required.

Formal complaints follow the school's complaints procedure.

Parents also have the right to:

- Mediation
- Appeal to the SEND First-tier Tribunal
- Contact Ofsted regarding whole-school provision
- Seek advice from the Local Authority Ombudsman

What support is available to parents?

For independent advice and support, parents and carers can contact:

Brent SEND Information, Advice and Support Service (SENDIASS)

Telephone: 020 8937 3434

Email: sendias@brent.gov.uk

Further information about services and support available locally can be found in the Local Authority's Local Offer on the [Brent Council](#) website.

Who are the special educational needs and disabilities co-ordinator (SENCo) and SEND Governor?

The SENDCo at Brentfield Primary is Ms Rawat. She can be contacted via the main school number on 0208 965 5326 or by email at admin@brentfield.brent.sch.uk

The Governor responsible for SEND is Ms Ninvalle. The SEND Governor provides strategic oversight of SEND provision on behalf of the Governing Board.