MITCHELL BROOK
PRIMARY SCHOOL

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 – current review date September 2027.

About our school:

At Mitchell Brook 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 endeavours 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):

- **Communication and interaction needs:** this includes children who have speech language and communication difficulties such as Autism.
- **Cognition and learning needs:** this includes children who have learning difficulties and specific learning difficulties like dyslexia.
- **Social, mental and emotional health needs**
- **Sensory/physical:** this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our Special Educational Needs Co-coordinator (SENCO) is Ms. Zoē Hibbert. She can be contacted at admin@mbrook.brent.sch.uk or by phone on 0208 459 1392.

Our Governor with responsibility for SEND is Andrea Gray.

Our SEND policy is available on our website: Mitchell Brook Primary School - Special Educational Needs

Brent Council's Local Offer, which contains a lot of information for parents can be accessed at:

http://brent.gov.uk/localoffer

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 can speak to the Special Needs Coordinator (SENCO) who will further support you.

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

The school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- 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 Head Teacher 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.

The Deputy Head Teacher and 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 Deputy Head Teacher and the SENCO decide 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:

- Specialist SEN Support Assistants
- Learning Mentors
- Pastoral Managers
- ELSAs (Emotional Literacy Support Assistants)
- Inclusion Teacher

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)
- Speech and Language Therapy for those children with a statement of SEN or 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
- Mental Health Support Team

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 teachers 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 ASC, behaviour, dyslexia and Speech and Language Difficulties.
- 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, SALT and OT

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 whole class teaching
- 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.

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 formally every term and a National Curriculum level given in reading, writing, numeracy and science
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children 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
- Some children at SEND Support will have an Individual Education Plan (IEP) to be 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.

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 Individual Education plans will have their plans reviewed with your involvement each term
- Parents are informed and actively encouraged to support shared goals at home
- Access to Brent Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) and to other parent support groups
- Every term we hold Structured Conversations

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

- We are an inclusive school; we welcome and celebrate diversity. Staff believe 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.
- 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 and Deputy Head Teacher 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 class teacher if medication is recommended by Health professionals to be taken during the school day
- On a day-to-day basis the welfare officer generally oversees the administration of any medicines
- 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 Mitchell Brook School accessible to children with SEND?

- The building is accessible to children with physical disability via ramps. The ground floor of the Mitchell Brook building is accessible to those with physical disabilities.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs
- Any long-term medical needs are managed carefully by our LSAs and Welfare Officer

- After school and extra-curricular provision is accessible to all children including those with SEND
- The acoustics in the classrooms have been improved to meet BB93 standards.

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 will be passed on to the new class teacher and a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher
- Your child may be helped by a transition book to support them in understanding moving on.

In Year 6:

- If required, a member of staff can accompany a child to their Primary Transition Day to support the child's transition, as appropriate
- 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. Our local Secondary Schools run a programme specifically tailored to aid transition for the more vulnerable pupils
- 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 EHC Plan an Annual Review will be planned as a transition meeting during which we will invite staff from both schools to attend.

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

- Children who have individual support plans discuss and set their targets with their class teacher
- 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 nurturing 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, 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.
- If we don't see and improvements then we work with parents to make a referral to the Brent Inclusion Service to receive more support for the child
- 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 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. In the unlikely event that it is considered unsafe for a child to take part in an activity, this will be communicated with the parents in a timely manner.

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 LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA.

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

Our SENCO is fully qualified and accredited with the National SENCO Award and oversees all the training for staff supporting children with SEND. All staff have basic awareness level training in Special Needs, Physical Disabilities, and in Autism.

- We have an Inclusion Teacher
- We have a member of staff trained as a SEND Specialist LSA who receives regular support from the SENCO
- We have a Learning Mentor who has had training in Behaviour Management and Peer Mediation
- We have a Pastoral Manager for Behaviour and a Pastoral Manager for Families and Community
- We have an LSA who has had specialist training in delivering Speech & Language programmes
- We have ELSAs (Emotional Literacy Support Assistants)
- A number of teachers and LSAs are MAPA trained to support children with behavioural difficulties
- All of our LSAs have had training in delivering reading, spelling /phonics and Numicon programmes
- A number of staff are trained to deliver the Read Write Inc. Fast Track Programme
- A number of staff are trained to deliver Lego Therapy, POPs reading and interventions for Autism

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 disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider
- 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@mbrook.brent.sch.uk or call 02084591392

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

Brent's Local Offer contains lots of information for parents. Their website is: http://brent.gov.uk/localoffer