

Special Education Needs and Disability (SEND) Information Report

January 2026-December 2026

Head Teacher: Mr. R. Moss

SENCo: Mrs. K. Mulji and Mrs. M. Cronin

SEND Governor: Mrs. S. Knowler

This document is intended to give you information regarding the ways in which we support our pupils with special educational needs and disabilities, in order that they make good progress in all areas.

Other useful documents such as our Accessibility Plan are available on the school website. If you would like further information about what we offer here at Elsley Primary School, please do not hesitate to contact us directly.

Tokyngton Avenue, Wembley, HA9 6HT

✉ admin@elsley.brent.sch.uk

☎ 020 8902 8003

Website: www.elsley.brent.sch.uk

Elsley Primary School's Mission Statement

Together we share, learn, achieve, and respect-one another, our world and ourselves.

At Elsley Primary School, every pupil is valued as an individual. We believe all children—regardless of gender, race, background, or disability—are entitled to full access to a broad, balanced, and ambitious curriculum. We are committed to creating a supportive, inclusive and stimulating learning environment where every pupil can achieve their full potential. Our provision is fully aligned with the SEND Code of Practice (2014): 0–25, and reflects current best practice, with high expectations, early identification, and a strong graduated response for all learners.

What is the 'Local Offer'?

- Under the Children and Families Act 2014, Local Authorities must publish information about services available to children and young people aged 0–25 with SEND. This is known as the Local Offer.
- The Local Offer improves clarity and choice for families and helps them understand the range of support available in the area.
- Our SEND Information Report draws on the Local Offer to outline how Elsley Primary School identifies, assesses, and supports pupils with SEND.

You can view the Brent Local Offer here: <https://www.brent.gov.uk/localoffer>

Please read the questions and answers below for information about how, at Elsley Primary School, we can support your child.

What kinds of needs are supported at our school?

We use our best endeavours to provide for pupils with needs across the four areas identified in the Code of Practice:

1. Communication and Interaction

Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).

2. Cognition and Learning

Including general learning difficulties, specific learning difficulties (e.g., Dyslexia, Dyscalculia), and moderate learning difficulties.

3. Social, Emotional and Mental Health (SEMH)

Including difficulties with behaviour regulation, emotional wellbeing, or mental health.

4. Sensory and/or Physical Needs

Including hearing impairment, visual impairment, and physical disabilities affecting access to learning.

We follow the graduated response (Assess–Plan–Do–Review) to ensure provision is appropriate, timely and effective

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 learning, wellbeing, or development:

- Speak to the class teacher first—they know your child best.
- If further support is needed, you will be invited to meet the SENCO, who can explore next steps with you.

We value parents as partners, and early conversations are central to effective support

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

If staff have concerns about your child's progress, we will arrange a meeting with you to:

- share observations and assessments
- listen to your concerns
- agree next steps, including any targeted support
- discuss possible referrals to external professionals, if appropriate

This process is part of the graduated response and is designed to ensure early intervention.

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

Funding received from Brent Local Authority includes an element for SEND provision. The Headteacher, in consultation with Governors, allocates this budget according to whole-school need.

The SENCOs regularly review information on:

- pupils currently receiving additional support
- pupils newly identified as needing support
- pupils whose progress is slower than expected

Decisions about support, training, and resources are made based on evidence and impact. Provision is continually reviewed and adapted to ensure it remains effective.

Which professionals support children with SEND at our school?

Funded directly by the school

- SEN Teaching Assistants
- Family Support Worker
- ELSA (Emotional Literacy Support Assistants)
- Psychotherapist

Provided by the Local Authority

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Occupational Service
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Speech and Language Therapy for pupils with an EHCP

Provided by NHS services

- School Nurse
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy (School Support level)

How are staff supported and trained to work with children with SEND?

The SENCOs work closely with class teachers to ensure effective planning, assessment and provision for pupils with SEND.

All staff access ongoing professional development, including whole-school training on topics such as Autism, dyslexia, SEMH needs and speech and language strategies.

Teachers and support staff attend specialist training delivered by external professionals (e.g., BOAT, SALT, OT) to meet the needs of specific pupils.

How will teaching and the curriculum be adapted for my child?

- Class teachers plan lessons to meet the needs of all learners and ensure high-quality, inclusive teaching.
- Adaptations may include scaffolding, targeted resources, assistive technology, or modified tasks.
- Pupils may receive small-group or individual support, depending on need.
- Planning is adjusted as needed and monitored through the Assess–Plan–Do–Review cycle to ensure impact.

This ensures that curriculum access remains equitable, ambitious, and appropriate, in line

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

- Your child's progress is continually monitored by their class teacher through ongoing assessment, including observation, work scrutiny, and formative assessment.
- Progress is formally reviewed each term through whole-school assessment cycles. Attainment in reading, writing, maths and science is recorded and tracked over time.
- At the end of Key Stage 2 (Year 6), all pupils undertake national statutory assessments (SATs), in line with government requirements.
- Some pupils receiving SEND Support will have an Individual Support Plan (ISP) which is reviewed termly as part of the Assess–Plan–Do–Review cycle, with parents and the child involved.
- Pupils with an Education, Health and Care Plan (EHCP) have their provision reviewed formally each year through the Annual Review process.

Class teachers meet regularly with the SENCOs to discuss pupils' progress and next steps, ensuring that provision remains effective and responsive.

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

- Class teachers are available to discuss your child's progress, strengths, and any concerns, ensuring consistent communication between home and school.
- The SENCO is available for additional meetings to review progress, discuss strategies, or consider specialist support.
- Information from external professionals is shared with you either directly in meetings or through written reports.
- Parents are invited to co-produce and review ISPs each term.
- We encourage families to support shared goals at home and provide guidance on practical strategies where helpful.
- Parents can access Brent SENDIAS and other parent support groups for independent advice.
- Every term we hold structured conversations with families where additional support or communication is beneficial.

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

Elsley Primary School is an inclusive and welcoming community that celebrates diversity. Staff understand the importance of supporting pupils' self-esteem, confidence, and emotional development.

The class teacher has primary responsibility for your child's pastoral, social, and emotional wellbeing. They are your first point of contact.

Where additional support is needed, class teachers work with the SENCOs to plan appropriate provision or involve external agencies such as Health, Social Care or specialist educational services.

We use a range of nurturing and therapeutic approaches to support children's wellbeing.

How does the school manage the administration of medicines?

The school follows a clear Managing Medicines and Medical Conditions Policy. If your child requires medication during the school day, parents should notify the class teacher or school office. Medication is overseen daily by the Welfare Officer, following agreed procedures. Staff receive regular training on individual medical needs and conditions to ensure safe practice.

How is Elsley Primary School accessible to children with SEND?

- The building is accessible via ramps, and the first floor of the Berkhamstead building is accessible via an adult-operated lift.
- Teaching resources and equipment are adapted or adjusted to meet individual needs.
- Long-term medical needs are supported by trained teaching assistants and the Welfare Officer.
- After-school clubs, trips and extracurricular activities are open to all pupils, including those with SEND.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transition can be a vulnerable time for pupils with SEND, and we ensure transitions are carefully planned.

If your child is moving to another school:

- The SENCO will contact the receiving school and share relevant information about your child's needs.
- Records and support plans will be transferred promptly.

When moving to a new class within school:

- The current teacher meets the new teacher to share information about progress, needs and support strategies.
- All support plans are transferred.
- A transition booklet or additional visits may be arranged if helpful.

For pupils in Year 6:

- The SENCO or class teacher attends the Primary Transition Day to meet with secondary SENCOs.
- Pupils receive focused transition activities to help them prepare for change.
- Additional visits to the secondary school are arranged where needed, and staff may visit your child at Elsley.
- Some secondary schools offer bespoke programmes for vulnerable pupils transitioning from primary.
- For pupils with an EHCP, the Annual Review in Year 6 is held as a transition meeting, involving both schools.

How will my child be able to contribute their views?

- Pupil voice is valued across the school.
- Pupils contribute to their ISP targets with support from their teacher.
- For pupils with an EHCP, their views are gathered before the Annual Review and they are invited to attend if appropriate.
- Children are encouraged to share their opinions on all aspects of school life through class discussions and pupil surveys.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We use a nurturing, trauma-informed approach to behaviour, with a consistent reward system across the school.
- Where behaviour difficulties arise, a pastoral support plan is co-produced with the child, parents, and staff.
- Following behaviour incidents, pupils complete reflective conversations or reflection forms to understand the incident and agree positive strategies.
- If progress is limited, we work with parents to refer to the Brent Inclusion Service or other relevant agencies.
- Attendance is monitored daily by the attendance team. Patterns of concern are discussed with the Headteacher, and support plans are put in place where needed.

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

- All pupils are included in the full curriculum, including trips and extracurricular activities.
- Support is provided on trips to enable full participation, and parent volunteers often help meet supervision ratios.
- Risk assessments are completed for all trips. If a specific risk makes participation unsafe, parents will be informed early and alternative arrangements will be explored.

How are resources allocated to support children with SEND?

- SEND funding is allocated based on need.
- Teaching Assistants (TAs) are deployed to deliver interventions and support individuals or groups.
- Pupils with the most complex needs may receive additional 1:1 or small-group support where appropriate.

- Resource allocation is reviewed regularly to ensure impact and value for money.

What specialist services and expertise are available?

Our SENCOs hold the National Award for SEN Coordination (NASENCO) and oversee provision and training.

In addition, we have:

- Two Additional Resourced Provision (ARP) teachers supported by RISE Partnership, BOAT and Speech and Language Therapy
- SEND Scale 4 Teaching Assistants
- Family Support Worker
- Teaching Assistants trained in Speech and Language programmes
- ELSAs (Emotional Literacy Support Assistants)
- A psychotherapist for vulnerable pupils
- Staff trained in MAPA for behaviour support
- TAs trained in reading, writing, phonics and maths interventions
- Staff trained in Little Wandle SEND and Autism-specific interventions

We work in partnership with a range of external agencies to ensure specialist input when required.

What if I need to complain?

Parents have several rights of redress if they believe duties have not been met:

- The school's or Local Authority's complaints procedure
- The disagreement resolution service
- Complaints to Ofsted (regarding whole-school SEND provision)
- Appeal to the SEND First-Tier Tribunal (for EHCP decisions or disability discrimination)
- Complaint to the Local Government Ombudsman
- Complaint to the Secretary of State

If you wish to give feedback, raise a concern, or make a complaint about SEND provision, please contact:

✉ admin@elsley.brent.sch.uk

☎ 020 8902 8003

For impartial advice, contact Brent SENDIAS:

✉ sendias@brent.gov.uk

☎ 020 8937 3434