LEOPOLD
Primary School

SEND Information Report

2026-2027

Approved by:	Governing Body	30 September 2026
Last reviewed on:	July 2026 by K Atkins	
Next review due by:	July 2027	

Leopold Primary School is a fully inclusive school which ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). All our pupils are valued, given a sense of worth and helped to develop self-confidence during their school journey. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils regardless of their needs or abilities.

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 our adapted curriculum .

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, 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 ever changing and tailored to each pupil's needs and learning manner.

Other useful documents such as our SEND/Inclusion policy and Accessibility Plan are available on the school website.

If you would like further information about what we offer here at Leopold Primary, then please do not hesitate to contact the SENDCo:

- For the Gwenneth Rickus and Hawkshead Road Sites: ATTN Ms Kaitlyn Atkins, at sen@leopold.brent.sch.uk or by phone on 0208 961 5336 (GR) or 0208 459 5654 (HH).

Please see below the Leopold Primary School SEND Offer.

Frequently Asked Questions

1. What kinds of Special Educational Needs (SEN) does the school cater for?

Leopold is a mainstream primary school and welcomes children with SEN in one or more of the following areas:

- **Communication and interaction**
  e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD)
- **Cognition and learning**
  e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**

e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder

- **Sensory and/or physical needs**
  e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or Cerebral Palsy (CP), epilepsy (Note – the building is not fully accessible to pupils with mobility difficulties)
- **Medical needs**
  Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way in accordance with their healthcare plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions

2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEND)?

Definitions of special educational needs (SEN) from the **Code of Practice *January 2015*** Special education needs (SEN) pages 15-16:

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
• has a significantly greater difficulty in learning than the majority of others of the same age, or
• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Code of Practice *2015* (page 95, 6 .17) identifies less than expected progress as progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

We assess each pupil's skills and levels of attainment when they first come to the school. This builds on any information from the child's previous early years setting or school, and

provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. Core tracking of each child is completed by the Head teacher, SENDCo, wider Inclusion team, and class teachers. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher and team leaders will work with the family and the SENDCo to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances, such as a new baby, a move of home, or the death of a relative. Or, perhaps, they have a special educational need.

In practice this will be done by using the Assess, Plan, Do and Review cycle.

Assess:

The pupil's progress is continually monitored by their Class Teacher and is reviewed during the Core Tracking Meetings. During these meetings progress and attainment is discussed with the Class Teacher, Head teacher, and the SENDCo. Together we consider all of the information gathered in comparison with national expectations. We take great care over the identification and assessment of children whose first language is not English. We do not assume that a lack of progress in English means that a child has a special educational

need. However, we are aware that for some pupils, slow progress may be a result of SEND.

Plan:

One of the most important changes within the SEND code of practice (2015), is that the views and wishes of the pupil and their parents/carers are taken into consideration and that they be part of the decision-making process. For pupils with SEND, the targets from pupil progress or review meetings are fed directly into their Support Plan that will incorporate advice given from any outside agencies. It will also include any intervention that we feel would benefit the child. We identify any barriers to learning both educationally and physically. Strategies are then put in place so that the pupil can access the curriculum i.e. the use of ICT, typing programme, larger fonts etc. The support plan is then discussed and finalised with parents/carers at the parents' consultation meeting. Throughout the term, the teacher may feel that an individual may need to renew targets or need further support before the next Assessment Cycle. The Inclusion Team will support this process and the parents will be consulted.

Do:

We acknowledge that for some pupils, there may be times that working 1:1 or within group interventions outside the classroom are necessary. We believe that quality first teaching is fundamental to a pupil's progress and where possible try and keep the learning within the main class environment. Where pupils are involved in interventions outside the classroom, with support staff, the Class Teacher still retains the responsibility for the pupil's progress. The Class Teachers work closely with Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs) to plan and assess the impact of support and how it can be linked into classroom teaching.

Review:

Reviewing the impact of support provided for a pupil is essential as it enables us to help plan for what benefits the individual. The impact of an intervention is reviewed every six weeks as well as during our Assessment Cycle. Individual Education Plans are reviewed termly. The targets and the impact of the intervention are discussed with the pupil and with the parents/carer during regularly planned meetings. The Inclusion Team will analyse the cost effectiveness of the intervention to ensure resources are being used efficiently. When the school feels that a pupil no longer meets the criteria for SEND, the Class Teacher and the Inclusion Team will put a transition plan in place. This will be closely monitored and discussed with the pupil and parents/carers.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent

reviews and more specialist expertise to understand SEN and match interventions to the SEND of pupils.

When considering if a child needs SEND support the school considers the following:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to his/her peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

3. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets on individual plans
- parents' evenings
- discussions with the SENDCo and other professionals
- commenting on and contributing to assessment, planning and reviews.

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

Where required, we will arrange interpreters to enable parents to fully participate in formal meetings.

We have parents and parent governors who are happy to talk with prospective parents to share their experience and answer any questions you may have.

4. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. Pupils are consulted about their learning as part of our SEN reviews.

Where pupils have SEND we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and consider their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views through our pupil voice questionnaires as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

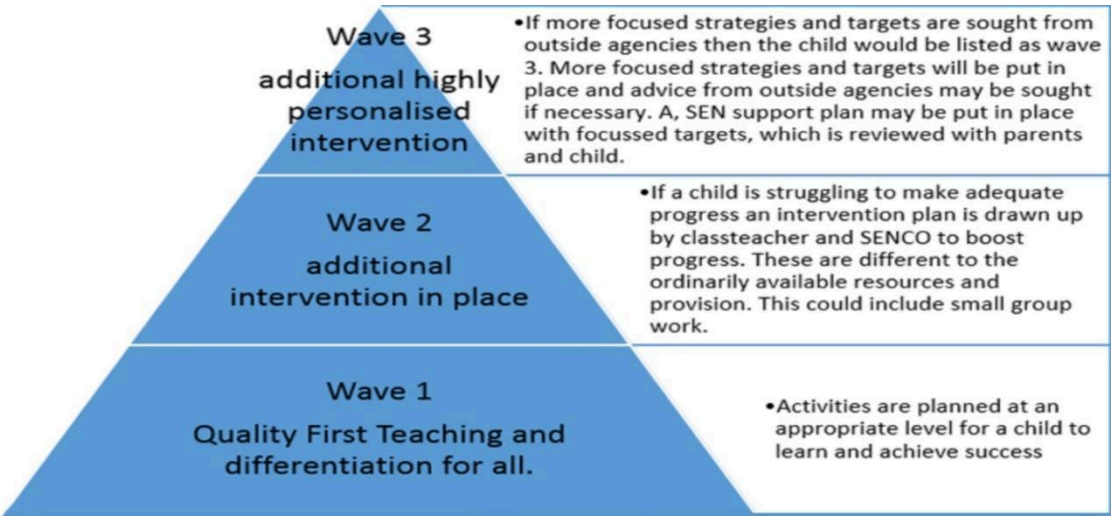
We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Pupil surveys

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress.
All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

5. What is the school's approach to teaching children and young people with SEND?

The school organises the additional support for learning into 3 different levels (also called waves).



Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.
We provide additional support for pupils with SEND to be able to access exams, when needed. (rest breaks, additional time, use of a scribe)
We are able to support the administration of medication if it is recommended by health professionals.

6. How are adaptations made to the curriculum and the learning environment of the children and young people with SEND?

We are committed to meeting the needs of all pupils, including those with SEN. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people may need before they start with us, and what adjustments we may need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and to get additional resources and support. Teachers will be

supported by the SENDCo to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This may also involve working with outside partners.

- Class teachers plan lessons and adapt according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt or modify the teachers' 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 on a daily basis.
- We maintain an inclusive learning environment e.g using a yellow background on our boards and writing books for dyslexic learners
- We have multi-sensory approaches, including information and communication (ICT), e.g. the use of a laptop for children with sensory needs.

7. What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

Directly funded by the school:

- First aid training including paediatric first aid
- SEN LSAs (not always funded by an EHC if the need is great)
- Pastoral team
- Mentoring
- NASENDCo award

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)
- Brent Inclusion Support
- Speech and Language Therapy for those children with 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

8. How does the school evaluate the effectiveness of the provision made for children and young people with SEND?

The Senior Leadership Team and SENDCo regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based.

The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at SLT meetings
- progress against national data and based on their age and starting points.
- Intervention baseline and exit data
- progress against individual targets
- pupils' work and interviews
- monitoring of interventions and support groups
- reviewing feedback from parent / carer and pupil surveys
- monitoring of planning, teaching and learning and learning environment

The Senior Leadership Team maps provision for each class. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and, if necessary, make changes to our provision.

The **SEN Governor** is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the AHT and/or SENDCo
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

9. What equipment and facilities are available to support pupils with SEN?

Access to extra-curricular activities

All of our children have equal access to before school breakfast club and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs, nut

instead accommodations will be made which may include inviting a parent on the trip to accompany the young person.

Equipment

Equipment available in our school to all children at any time required:

- Communication books (for home and school)
- Sensory equipment
- Devices for additional recording e.g. cameras, iPads
- SEN software - Communication in Print to produce printed matter with visual prompts,

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

Medical needs:

The school day will be adapted to their medical needs and any school trip will take their condition into account. If a child is registered disabled, the school will comply with its duties under the Equality act (2010). The school will make reasonable adjustments to ensure a pupil can access the curriculum. The school has wheel chair access to all ground floor classrooms and facilities. The library area on the Hawkshead Road site has a lift and there are disabled toilets on the ground floor. There is also a lift on the Gwenneth Rickus site allowing access to the KS2 classrooms. There is a disabled toilet by the Front Reception desk. The school works closely with Brent Hearing and Visual Impairment teams to enable full access to the curriculum i.e. enlarging texts for visually impaired pupils. A Medical Care Plan will be available within the Medical Room. The Inclusion Team will consult with the School Nurse, medical professionals and parents/carers where necessary. We recognise that some pupils who have medical needs, may also have special educational needs (SEND) and may have an EHC plan which brings together their SEND, health and social care needs.

10. What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development of all pupils, including those with SEND. We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex needs, additional in-school interventions may include:

- Advice and support for the pupil's teacher (Brent Inclusion and SEND Support Advisory Teams) - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- Small group sessions - to promote positive behaviour, social development and self-esteem
- Behaviour support plans – to support pupils during transition periods and break times
- Additional adult support for the pupil – to help them cope better within the classroom
- Therapeutic work with the pupil, delivered by specialists (CAMHS/play or dance and movement therapists), which may take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour; this requires explicit parental consent

11. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers – Hearing Impairment, Visual Impairment, complex needs, specific learning difficulties
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Brent Outreach Autism Team (BOAT)
- Inclusion support service

We always involve parents in any decision to involve specialists.

The school SENDCo is the person who usually coordinates the contact and works with these outside agencies. This may also be done by another member of the Inclusion team. We mainly use other agencies outside of the school to:

- help us train staff e.g. diabetes
- get more specialised advice e.g. advice on hearing or visual impairment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

12. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school/further education, training or employment/ adulthood and independent living?

We recognise that transitions can be difficult for a child 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 SENDCo(s) 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 notice is provided to the school we will discuss with your child about their hopes and worries about moving to a new school and try to prepare them for a new school.

- When moving classes in school:
    - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
    - If your child would be helped by a transition book to support them in understanding moving on then it will be made for them.

- In Year 6:
    - The SENDCo or trusted adult will attend the Primary Transition Day where appropriate to discuss the specific needs of your child with the SENDCo(s) of their secondary school, and the specialist session for students with an ASD, as appropriate.
    - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
    - 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.
    - We write social stories with children if transition is potentially going to be difficult.
    - When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' school runs 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.

13. Who is the Special Educational Needs Coordinator (SENDCo) and how do I contact them?

Our SENDCo is a qualified teacher working at the school who has responsibility for SEND. They work closely with the Senior Leadership Team, governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENDCo.

The SENDCo is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEND
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

Ms Kaitlyn Atkins is the Inclusion Leader and designated SENCo for both sites (Hawkhead Road & Gwenneth Rickus). She can be contacted by emailing sen@leopold.brent.sch.uk or by calling the main school office.

14. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So, if you have something to tell us, please contact the class teacher or SENDCo.
If you have a concern about SEND provision, please tell us promptly by contacting the following people in this order;

- The class teacher
- The SENCO – using the main school numbers or sen@leopold.brent.sch.uk
- The Head of School at Hawkshead **Mrs Janette Gibbs** using the main school number
- The Executive Head teacher **Ms Theresa Landreth** – using the main school number
- The Inclusion governor **Mr Limahl Okecha**(a letter can be submitted through school office)

The SEND governor will then refer to the school's complaints procedure to try and address the issue.

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 which is found on the website.

- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider)
- Complaints to OFSTED (about whole SEN 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)

Brent SEND Information, Advice and Support Service
Contact number: 020 8937 3434
Email: sendias@brent.gov.uk
Website: http://www.brent.gov.uk/sendias

14. Where can I find more information about SEND services in Brent and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

The school cooperates with the Local Authority to:

- Make families aware of the kind of support available to them and where to find the Local Offer

- Help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining, interpreting and
- Consult children and young people and their families directly in preparing and reviewing the Local Offer
- Keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to: Brent Local Offer: http://www.brent.gov.uk/localoffer