



SEND Minimum Standards – Guidance for Schools

The SEN Code of Practice requires that schools publish a SEND Information Report detailing the services and support they provide for pupils with special educational needs and disabilities (SEND). This report must be regularly updated to reflect the provision they offer and should be available on their website.

Brent's SEND Strategy

In Brent we are committed to developing inclusive communities which are welcoming to all. Our vision for SEND, 'To ensure that all children and young people with SEND and their families have the fullest possible range of support and opportunities available to them in order to improve their life chances and realise their aspirations,' is part of this.

To achieve this we will support mainstream schools in their continuing lead in developing inclusive approaches to education. This will enable more children and young people with SEND to access mainstream opportunities. Through the leadership role of the local authority we will drive professionals and communities to work together to achieve still greater inclusivity in Brent.

We will develop our information, advice and guidance services, short breaks offer and other support to family services. Parents and carers will have greater confidence, better access to information and opportunities to participate in decision-making. We will make our SEND processes more flexible and transparent.

We will improve our processes and support from 0 to 25 years of age so that we can ease the transition from childhood to adulthood. We are ambitious for our children and young people with SEND and our strategy sets out how we will strive to achieve this vision.

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1. Guidance on Minimum Standards – Responsibilities for Schools, Governors¹ and the Local Authority

Where a child has SEN and/or a disability (SEND), the responsible body is required to fulfil the following statutory duties under the Children and Families Act 2014.

Schools and governors must ensure:

- That they use their best endeavours to support young people with SEND and meet their needs in school.
- That where the head teacher or a nominated governor has been informed by the local authority that a pupil has SEND, those needs are made known to all that are likely to teach or support that pupil.
- That teachers are aware of the importance of identifying and providing for pupils who have SEND.
- That pupils with SEND are included in all activities of the school (outside the classroom, including school trips) wherever possible and it is practical to do so.
- That they endeavour to make the learning environment accessible for pupils with SEND.
- That they report to parents on the implementation of the school's policy for pupils with SEND.
- That they have due regard to the statutory guidance within the current SEND Code of Practice when carrying out their duties towards all pupils with SEND.
- That parents are notified of a decision by the school that SEND provision is being made for their child.
- The current SEND Code of Practice describes a graduated approach to addressing children's SEND. The code suggests that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on additional or different interventions.
- That if little or no progress continues to be made, school staff should consider seeking external support. At this stage, external support services should be helping to develop interventions aimed at addressing a child's continuing barriers to achievement.
- That, where necessary, increasingly specialist expertise should be sought to address a child's difficulties.
- That these difficulties are addressed early. The code is clear that the involvement of external specialists can play an important part in the very early identification of SEND and in advising schools on effective provision designed to prevent the development of more significant needs.

¹ The term governors includes proprietors and management committees of mainstream schools, maintained nursery schools, PRUs and institutions within the further education sector.

- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are ‘teachers of SEND.’
- Provide information on school arrangements for SEND to parents and governors.
- Consider pre-emptive arrangements (appropriate in advance) for pupils present and future with a disability and make on-going improvements documented in their accessibility and equality plans.
- Publish on their website, the school’s SEND Information Report, which details their arrangements and Invest in whole school and targeted training for staff.
- Specialist provision for children with SEND.

Governors must:

- Appoint a SEND governor to have oversight of the arrangements for SEND.
- Know how many pupils in the school have SEND.
- Know how much money the school gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND.
- Review and approve the SEND policy and any other relevant policies/plans e.g. disability equality and accessibility plans.
- Monitor the expenditure on SEND.
- Monitor the progress of children with SEND and ensure that the provisions specified and statements of SEN and EHC Plans are made.
- Ensure that SEN and disability provision is integrated into the school improvement plan.
- Publish on their website the school’s SEND Information Report, which details their arrangements and specialist provision for children with SEND.

The local authority must:

- Ensure a sufficiency of provision for pupils with SEND and review it annually.
- Make arrangements for the Education Health and Care needs assessment of pupils with SEND and maintain and review EHC Plans and statements of SEN.
- Publish information on SEND funding and provision.
- Monitor the provision and progress of children with SEND.
- Provide information, support, advice and guidance to parents of children with SEND including the provision of a statutory parent partnership service and mediation service.

Consequences: Redress

Parents have the following rights of redress, should the school, governors or local authority fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or local authority complaints procedure
- Disagreement resolution service
- An appeal to the SEN and Disability Tribunal following mediation
- A complaint to OFSTED

- A complaint to the local authority ombudsman
- A complaint to the Secretary of State

The Graduated Approach to meeting SEND in Brent Schools

- Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.
- This SEND support should take the form of a four-part cycle (assess, plan, do and review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.
- This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

The Graduated Approach can be summarised in the table below

	<i>School provision</i>	<i>Local authority provision</i>
	<ul style="list-style-type: none"> • Trained SENCO WITH QTS, who has a direct link to SMT • SEND policy, provision and practice in place • Disability Accessibility and Equality Plans in line with <ul style="list-style-type: none"> ○ Equality Act 2010 • Information on Inclusion and <ul style="list-style-type: none"> ○ SEND provided to all parents/carers • SEND governor • SEND development plan • Inclusive ethos and curriculum • Range of teaching strategies and learning opportunities • Range of ICT equipment • Target setting and tracking of progress. 	<ul style="list-style-type: none"> • Financial resources delegated by the number of pupils and formula – AWPU • Published strategy, policy and provision • Range of services including: • School Improvement and Advisory Service • Early Year Service • Early help Assessment • Inclusion and Alternative Education Service

	School provision	Local authority provision
Children with SEND (at School Support)	<p>As above plus:</p> <ul style="list-style-type: none"> □ Assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual pupils' physical, 	<ul style="list-style-type: none"> ○ As above plus: • Additional resources delegated to schools by formula – AEN/SEND • Consultation with: • SIS SEN retained service traded/non-traded services for
	<ul style="list-style-type: none"> ○ Sensory ○ Cognitive barriers; pupils' social emotional needs and other relevant circumstances <ul style="list-style-type: none"> • Additional and different provision such as: • Individualised or small group planning • Small group and/or individual support up to and including the financial equivalent of 15 hours/O.5FTE TA support • Increased use of ICT and other special resources • Training of key staff, including that which is provided by the Brent Schools Partnership, and collaboration with specialists and outside agencies • More detailed planning incorporating specialist information • Individualised programmes in more than one curriculum area • Increased classroom support and small group support • Environmental adaptations 	<ul style="list-style-type: none"> ○ Behaviour Support, Complex Needs/Physical Disabilities, ○ Specific Learning Difficulties, <ul style="list-style-type: none"> • Connexions • Inclusion Support Team • Brent Outreach Autism Team (BOAT) • Brent Deaf and Hearing Impaired Services • Brent Visual Impairment Service • Brent Access to Inclusive Technology Service (specialist equipment for children with high level and low incidence needs) • Children with Disabilities Team where appropriate • Brent SENDIASS • Some schools have access to the local Educational Psychology Service and others purchase EP advice independently

	School provision	Local authority provision
Children with an EHC Plan (or a statement of SEN in place)	<p>As above plus:</p> <ul style="list-style-type: none"> • Very detailed planning and tracking • Individualised programmes in several areas of the curriculum • Additional small group and individual support • Arranging and delivering the provision specified in an EHC Plan • Arranging the annual review of an EHC Plan (or statement) and submitting recommendations to the local authority 	<p>As above plus:</p> <ul style="list-style-type: none"> • Statutory work by Educational Psychology Service • SEN Resource Panel (SENAS) • Funding units for mainstream EHC Plans • Delegation of funding to specialist provision – (planned places in special and mainstream schools) • Coordination of multi-agency statutory assessment • Production of an EHC Plan or Note in Lieu setting out needs and provision. Support for the annual review of EHC Plans

School Entitlement Offer to Pupils with SEND (Brent Minimum Standards)

Children and young people (CYP) are assessed on entry into school and information is gathered from parents/carers and professionals to inform any additional or specialist provision to reduce any negative impact on pupil success. Children whose needs require additional specialist support beyond that which is normally provided, are identified as having SEND, within their first term.	Under the Equality Act 2010, education settings must welcome children with SEND and not discriminate against them in any way regarding admission including the initial visit to the school. Schools are also required to take steps and make reasonable adjustments to ensure that disabled children and young people are not placed at a disadvantage in terms of access to the learning environment. This includes the provision of auxiliary aids and services as required. This duty is anticipatory.
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1. Communication and Interaction Needs e.g. speech, language and communication needs; autistic spectrum disorder

a	a. CYP with SEND are identified and their needs assessed.	The school has an effective assessment process which identifies barriers to learning and provides appropriate action to reduce any negative impact on pupil success. With parental consent, children of primary age may be referred to the speech and language therapy service (SLCN) and, if diagnosed on the autism spectrum, to Brent Outreach Autism Service (BOAT). Advice and interventions are suggested by these specialist services, which are implemented by school staff.
b	The curriculum, teaching and learning environment are adapted to meet children's needs.	The curriculum is adapted and changed to meet the needs of all in the class. A rich oral language environment is created. A range of small group targeted intervention programmes are available. Adaptations are made to the physical environment e.g. workstation and quiet zones. Noise is minimised and managed effectively. If there are insufficient acoustically treated learning spaces available, then the school's accessibility plan shows how this will be achieved within three years. Reasonable adjustments are made for all disabled children.
c	There is access to equipment, ancillary aids and assistive technology.	Augmentative and alternative communication systems are employed where necessary e.g. Makaton, PECs. Visual timetables and prompts are consistently used where necessary. Ancillary or auxiliary aids and assistive technology are provided to facilitate ease of communication and recording e.g. IT apps/software.
d	Pupils are enabled to develop independence and prepare for adult life.	Individual plans for SEND children with communication and interaction difficulties actively promote the development of independent learning. Pupil voice is captured which informs provision. Children are supported to develop social relationships. Insights about particular sensibilities are gained from parents and young people themselves.

2. Cognition and Learning Needs e.g. moderate learning difficulties and severe learning difficulties

a	a. CYP with SEND are identified and their needs assessed.	Children with learning difficulties are identified and assessed within School's. With parental consent, children might be referred to the Educational Psychology Service for more in depth assessment. Advice and interventions are suggested by the SENCO/EP and any other professionals and these are implemented by school staff.
b	The curriculum, teaching and learning environment are adapted to meet children's needs	The curriculum is adapted and changed to meet the needs of all in the class. There is more detailed differentiation and learning goals are set out in smaller steps to ensure success. A range of small group targeted intervention programmes are available. More practical activities are planned to enable the development of more abstract concepts. Adaptations are made to the physical environment e.g. interactive displays. Multisensory teaching approaches are employed. Teaching resources are accessible and appropriate. Noise is minimised and managed effectively. Reasonable adjustments are made for all disabled children.

c	There is access to equipment, ancillary aids and assistive technology.	Augmentative and alternative communication systems are employed where necessary e.g. Makaton. Visual timetables and prompts are consistently used where necessary. Ancillary or auxiliary aids and assistive technology are provided to facilitate ease of communication and recording e.g. IT apps/software.
d	Pupils are enabled to develop independence and prepare for adult life.	Individual plans for SEND children with cognitive difficulties actively promote the development of independent learning. Appropriate learning goals ensure active engagement in lessons and prevent over-reliance on other adults. Small group work on social skills, peer group support and regular and positive feedback on progress is given.

3. Social, Emotional and Mental Health Needs

a	CYP with SEND are identified and their needs assessed.	Children with SEMH Needs are identified and assessed in school. The school might need to seek additional advice and support from outside agencies. Interventions are implemented by school staff, reviewed and revised for effectiveness. There should be a strong evidence base for any interventions offered. Pastoral support may include access to counselling sessions. Specialist advice should be sought where necessary particularly for those children who are vulnerable and at risk of exclusion. This may be obtained through agencies such as the TAMHS Project and the Inclusion Support Team if these interventions have not been effective.
b	<p>The curriculum, teaching and learning environment are adapted to meet children's needs.</p> <p>There is access to equipment, ancillary aids and assistive technology.</p>	<p>The school might suggest that the parents ask their GP for a referral to CAMHS or the school might commission specialist CAMHS services directly.</p> <p>The curriculum is sensitively adapted and changed to meet the needs of all in the class. A range of small group targeted intervention programmes are available e.g. to promote social skills and emotional resilience. Adaptations are made to the physical environment e.g. Time-out areas. Behaviour at break times is monitored and vulnerable children are actively supported to build relationships and engage in positive activities. Circle time and the PSHE curriculum ensure that peer friendships are encouraged and that no pupil feels isolated. Noise is minimised and managed effectively. The behaviour policy, based on a positive approach, is consistently implemented by all school staff. Reasonable adjustments are made for all disabled children.</p>

	Pupils are enabled to develop independence and prepare for adult life.	Visual timetables and behaviour charts/plans are consistently used where necessary. Ancillary or auxiliary aids and assistive technology are provided to motivate and facilitate ease of communication and recording e.g. IT apps/software. Individual plans for children with SEMH Needs actively promote the development of independent learning. Appropriate learning goals ensure active engagement in lessons, support good self-esteem and prevent disaffection.
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4. Sensory and Physical Needs e.g. hearing impairment, visual impairment, multi-sensory impairment, physical and medical needs

a	CYP with SEND are identified and their needs assessed.	With parental consent, children are referred to Brent Deaf and Hearing Impaired Service (BDHIS) or to Brent Visual Impairment Service (BVIS). Most children are already known to health professionals. Schools may choose to seek advice from the Complex Needs Consultant. Advice and interventions are suggested by these specialist services, which are implemented by school staff. This includes the provision of specialised equipment and adaptations to the physical environment as well as to the curriculum and learning resources.
b	The curriculum, teaching and learning environment are adapted to meet children's needs	The curriculum is adapted and changed to meet the needs of all in the class. A range of small group targeted interventions and individual therapy programmes are available. Teaching assistants with expertise in these areas of SEND are available. Adaptations are made to the physical environment e.g. enhanced contrast, lighting, and displays. Accessible toilet facilities are available and privacy and dignity is a basic expectation for children with physical/medical conditions. Noise is minimised and managed effectively. Adaptations are made to ensure that schools are compliant with acoustic regulations (Building Bulletin 93, section 6) and lighting regulations (Building Bulletin 90). Where there are insufficient acoustically treated learning spaces available for deaf children, and no dedicated changing/hygiene area for children with physical/medical conditions, then the school's accessibility plan shows how this will be achieved within three years. Where children require specialist therapy programmes and other interventions e.g. phonics for deaf children, Braille, sign language, physiotherapy, the schools facilitate these. Reasonable adjustments are made for all disabled children so that they are not at a disadvantage compared to their non-disabled peers.
c	There is access to equipment, ancillary aids and assistive technology	Teachers and other staff consistently use microphones/transmitters and specially adapted resources and materials. Children with sensory and physical needs are never put at a disadvantage because work has not been made accessible for them in a lesson. Sign language is used where necessary. Ancillary staff such as BSL interpreters and VI assistants works closely with teachers to plan and support access to the curriculum. The needs of these children are actively planned for in all areas of school life.

d	Pupils are enabled to develop independence and prepare for adult life.	Support plans for SEND children actively promote the development of independent learning and of management of their physical/medical conditions, aids, mobility equipment and assistive technology e.g. personal hearing aids, FM systems, IT software.
e	The emotional and social development of SEND children is addressed.	Steps are taken to ensure that the views of children with SEND are sought and acted upon. Measures are taken to prevent bullying and promote awareness. Social stories are effectively used where necessary. Peer support and access to role models is facilitated. School counselling services are available for these children where applicable. Specialist advice is sought where necessary particularly for those children who are vulnerable and at risk of exclusion. This may be obtained through agencies such as the TAMHS Project, the Inclusion Support Team or the local CAMHS service.
f	Pupils' progress is regularly assessed and reviewed.	Child-friendly pupil profiles and needs-based individual plans are drawn up and pupils, parents and staff are all involved in the formulation, review and implementation of these documents. Termly progress tracking meetings take place with the SENCO at which the impact of interventions is reviewed and revised. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
g	Pupils are supported in moving between phases.	Pupils with SEND have access to a planned transition programme and visit days with their new school. Sometimes a book with information about their new school and its staff is devised. Transition to new teachers within the same school is carefully organised to minimise difficulties.
h	Expertise is secured among teachers and other professionals to support CYP with SEND	The class or subject teacher should remain responsible for working with the child on a daily basis. Where interventions take place away from the class/subject teacher, they should still retain responsibility. They should work closely with TAs or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. All staff who work with SEND children are trained in meeting their specific needs e.g. learning from tailored materials or in-service training. In addition to SENCOs, teachers and TAs are given release time to regularly meet with visiting specialist teachers, psychologists and therapists, to receive feedback and incorporate their advice into lessons.
i	The effectiveness of any provision made is assessed and evaluated regularly.	Support and intervention provided should be selected to meet the outcomes for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Whole school policies are evaluated annually to ensure inclusion and progress for SEND pupils. Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes and the local authority's SEND audit programme.

J	All children are provided with access to mainstream facilities and extracurricular activities.	Children are included with their mainstream peers unless a particular intervention requires withdrawal. CYP with SEND are actively supported to access extra-curricular activities e.g. after-school clubs.
k	The development and progress of CYP with SEND is shared with parents/carers.	Parents are informed when their child is identified as having SEND and collaborated with regarding the associated provision. Termly meetings are arranged to discuss and review targets and agree appropriate interventions. Parents are actively encouraged to support shared goals at home.