



SEN Information Report for Academic Year 2024/2025

Approved by:	Local Governing Body
Created:	October 2023
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New review date:	October 2025



Neasden Primary School

**SEN Information Report for
Academic Year
2024/2025**

This information report has been prepared by Kelly Goucher and approved by the Local Governing Body on October 2024 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEN policy.

<p>Neasden makes provision for the following kinds of SEN</p>	<p>Broad areas of need that are supported:</p> <ul style="list-style-type: none"> •Communication and Interaction •Cognition and learning •Social, Emotional and Mental Health difficulties •Sensory and/or Physical needs <p>The school has the following kinds of SEN:</p> <ul style="list-style-type: none"> • Dyslexia • ASD • ADHD • Physical needs
<p>The academy identifies and assesses SEN by:</p>	<p>Neasden Primary School will liaise closely with previous schools (if appropriate), nurseries attended; parents/carers and any additional outside agencies. Neasden Primary School recognise that the learning process is a continuum which may change over time, therefore we implement an on-going process of assessment and monitoring. During the process of assessment and monitoring by the class teacher, children who are not making progress will be identified and may receive additional school support.</p>
<p>The academy supports SEN in accordance with its policy framework which is set out at:</p>	<p>Class teachers will plan for a range of adaptations to provide effective learning opportunities for all students. Each curriculum intent documents clearly states adaptations that can be made to the curriculum. Where a pupil is identified as having special education individual targets will be drawn up, tailored to each individual student's needs. Realistic targets will be set and the plans will be reviewed/ evaluated regularly and involve the pupil, parent/carer; SENCO and class teacher. If any support services are involved with the pupil,</p>

	<p>Neasden Primary School will pass on any relevant information/ reports from them and arrange meetings as necessary. All pupils with special educational needs will also have a personal profile which gives information on the child's strengths and needs; their likes and dislikes; and how teachers can best help the child in class and around school. This information is kept in school so that all who come in to work with the children will understand what is needed to support that child.</p> <p>Neasden Primary School offers a proactive pastoral support programme including learning and behaviour mentors and an emotional wellbeing worker. Some staff are also trained as ELSA's or Lego Therapy support workers. A range of extra-curricular activities support children's well-being including breakfast clubs, lunchtime clubs and after school clubs. Attendance is carefully monitored and we work closely with parents and carers to ensure that children attend school regularly so they can achieve their potential. A positive and proactive behaviour policy is consistently applied by all staff in school. This includes close working relationships with parents / carers and has a range of rewards and sanctions in place.</p>
<p>The academy's SENCO's details are:</p>	<p>The SENCO at Neasden Primary School is: Kelly Goucher</p> <p>SENCO Assistant: Dawn Andrew</p> <p>Email: admin@neasden.het.academy</p> <p>Telephone: 01482 791169</p>
<p>The academy's staff have been trained and have expertise in the following areas:</p>	<p>Neasden Primary School places high importance on staff development and training. We have a programme of staff development sessions on a range of topics and themes as appropriate. Training takes place both within school and externally on topics including managing behaviour, dealing with medical issues, sharing good practice and how to raise and deal with concerns.</p> <p>All staff are trained in Safeguarding and Equality and Diversity. There are also members of staff that are trained in specialised areas to help the children with</p>

	SEND. Please contact the SENco if you would like more information on this training.
The academy will secure equipment and facilities for children with SEND by:	Neasden Primary School will provide additional equipment or facilities as required on a needs basis.
The academy aims to involve the parents and children with SEND in the education of the children and will do so by:	Primary operates an 'open door' policy for all parents and carers. We welcome on ongoing dialogue between ourselves and parents/carers, seeing this as an education partnership that works to support the learning of your child. Neasden Primary School has a termly programme of parent/carers consultation evenings that you will be invited to. For children on the SEN register who are being monitored or on SEN Support and children with an EHC Plan, their needs and progress will be discussed at termly review meetings. For pupils in receipt of an EHCP (Education Health Care Plan) an annual review is held near the anniversary of the original EHCP. All other children on the SEN register will have their targets logged on a Running Record that is filled in by the class teacher and parents will be invited in every term to discuss the progress they have made. Teachers maintain close contact with home by telephone and/or daily contact with parents/ carers.
Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the academy by:	Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved. The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.
The academy works with other agencies to support children with SEND and their families by:	Neasden Primary School accesses a number of outside agencies to support individual pupil's needs*: <ul style="list-style-type: none"> • City Psychological Service • Early Help

	<ul style="list-style-type: none"> • Speech and Language Therapists • IPASS • Neurodiversity team • SLD Outreach • Northcott Outreach Team • School Health Service • CAMHS • Social Care Team Kids – • Parent Partnership School Nursing Team • Children's Centres • Sensory Processing Team <p>Links to all of these can be found in the Hull Authority Local offer- see below for website details.</p>
<p>The academy acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>Hull SENDIASS provides legally-based information, advice and support relating to Education, Health and Social Care for families of children and young people aged 0-25 who live in Hull.</p> <p>https://www.kids.org.uk/hull-sendiass</p>
<p>The academy works on transition arrangements for children joining or leaving the academy by:</p>	<p>All children are prepared well in advance of any known transition periods. Children starting school for the first time are visited at home and have several 'trial' sessions within the setting to ensure they are familiar with the setting and key members of staff. Older children leaving primary school to transfer to secondary school have a programme of transition put into place for them. This includes visits to the secondary school within the Summer term of Year 6, and also emotional and social preparation for a time of change.</p>
<p>The Local Offer produced by the Hull Local Authority is available at:</p>	<p>http://hull.mylocaloffer.org/</p>