



Local Offer (**Primary**)

2024

By law this policy must be reviewed annually.

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Version	Date	Comments	Author
1	23/06/2015	For approval by Management Committee	Krystal Le Francke
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3	4.6.18	For approval by Management Committee	Krystal Le Francke
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FMC	

Brent River College Primary short stay unit provides opportunities for children who have struggled to cope in the London Borough of Brent mainstream schools to engage in education. We offer a short-term intervention (12-20 weeks depending on each pupil's needs) for children in Year 1- Year 6, who finds mainstream school challenging and whose behaviour puts them at risk of exclusion or have been permanently excluded.

Brent River College upholds children's rights to education. We recognise the child as an individual and acknowledge that children's needs change over time and require flexibility in our approach.

Brent River College Primary offers a nurturing learning environment in which children are enabled to make personal development through a range of interventions to support them to better manage their own emotions which hinders them from making progress both emotionally and academically. The children acquire a new love of learning and are taught to take responsibility for their own behaviour through our holistic behaviour management strategies.

We work alongside mainstream schools through regular review meetings which would be followed by transitions when the pupils are ready to be reintegrated into their mainstream schools. The parents are a vital part of the intervention and we work closely together in order to support them with the pupils' behaviour needs at home.

Our offer, therefore, is designed to ensure that barriers to equal access in our school are removed or overcome. We have brought about an offer that will provide opportunities for successful outcomes but one which provides support, encouragement and flexible resources to keep our community safe.

Our school values are '*Belief, Respect, Integrity, Vision, Excellence, Responsibility, Courage*'.

We welcome engagement from our parents/carers and wider support agencies to bring about protection, provision and progression for pupils of Brent River College so that they are well prepared for the future both as learners and citizens.

Brent River College is an inclusive school and may offer the following range of provisions to support children with SEND:

	Whole School (KS1 – KS2)
Provision to facilitate/support access to the curriculum/independent learning	<ul style="list-style-type: none"> • Class sizes are small across Brent Rive College • Robust baseline assessments for pupils on entry(including phonics) to identify any gaps in their learning including phonics • Clear short term targets are identified according to individual pupils and their needs • Regular progress meetings and targets set for pupils • Teaching and Learning Policy with regular monitoring and review. There is a continued focus on challenge and independent learning • Teachers set high expectations for all the pupils • Accurate data analysis to measure progress and support early identification of additional need • Robust risk assessments for all pupils • A stimulating learning environment with engaging learning activities which involves all pupils through adaptive teaching • High levels of adult support and intervention • Well-resourced classrooms, specialist equipment and a range of interventions • Access to a range of therapeutic interventions to support the development of self-esteem, confidence and emotional well-being • A consistent and highly committed staff team who know our children well • Pupils develop literacy and numeracy skills through weekly lessons as well as a reading recovery and numeracy catch up programme to support
Identifying if a pupil has special educational needs	<ul style="list-style-type: none"> • Progress significantly below National Expectations and/or has slowed or stopped – tailored interventions and resources do not enable improvement • Regular communication between teachers and parents • Regular review meetings with referring schools for pupils • Referral of pupils causing concern through the SEND referral process. This process involves the gathering of information about pupils referred, discussion and sharing of teaching strategies to address needs
Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)	<ul style="list-style-type: none"> • Interactive whiteboards in every classroom. • 1:1 access to computers/laptops for all pupils. • Access to therapeutic interventions • A range of online learning resources
Strategies to support/develop literacy	<ul style="list-style-type: none"> • Phonics based reading schemes • Weekly speaking and listening sessions • Tracked reading progress

	<ul style="list-style-type: none"> • Literacy focus areas across curriculum • Active Learn Literacy Activities • Daily reading for primary pupils
Strategies to support/develop numeracy	<ul style="list-style-type: none"> • Differentiated learning built within the curriculum. • Timetabled numeracy sessions • Online numeracy resources including mathletics • Numeracy focus areas across the curriculum • Whole school numeracy programme • Numeracy catch up sessions
Strategies to support/modify behaviour	<ul style="list-style-type: none"> • All staff receive a range of training including safeguarding and MAPA • A highly committed staff team who understand that behaviour is communication and know our children well • School behaviour policy and handbook • Anti-bullying policy • Training sessions for teachers are all based on teaching and learning and SEMH • All staff are involved in developing educational and behavioural targets for young people through their ESP's • Consistent behaviour management strategies • One page profiles for each student • Outline strengths, areas for development, triggers and strategies • Induction programme for staff and students • All provisions have regular debrief sessions so that the needs of the learners are always monitored, reviewed and adapted as needed • MAPA de-escalation and early intervention. • Reward and recognition systems which includes negative and positive minutes for pupils • Extra-curricular programme of activities • Focus on students participating and engaging in their learning and through a range of activities • Working closely with families and external agencies – Police, YOT, CAMHS, Social Care, Educational Psychologists, School nurse and school based Family Solutions Worker • Restorative Justice approaches
Staff expertise and training	<ul style="list-style-type: none"> • Staff liaise with Brent SENAS and Brent Inclusion Team • Staff work closely with school based family solutions worker • Staff attend Termly SENCo Network meetings. • In school weekly training • Team of mentors • SENDCo works closely with the EP service
Strategies to enhance self-esteem/promote emotional wellbeing	<ul style="list-style-type: none"> • Rewards and achievement schemes • PSHE curriculum • Growth mindset and identity sessions • Weekly speaking and listening sessions • Social stories

	<ul style="list-style-type: none"> • Enrichment curriculum offered in Options, community events, art, music and sport. • Counselling • 1:1 mentoring sessions for all pupils • Play Therapy • After school clubs • Solution focused approaches • Motivational speakers • Work Experience • Offer of vocational courses • Development of individualised student health programmes
<p>Support/supervision at unstructured times of the day</p>	<ul style="list-style-type: none"> • High staff supervision ratio • Break time activities with continuous supervision by teaching and support staff • Breakfast club / after school clubs • Detentions/reflection are planned with regard to student individual need • Lunch involves staff and students eating together
<p>Social Skills programmes</p>	<ul style="list-style-type: none"> • Targeted PSHE. • Targeted intervention according to need. • Adventure learning opportunities through learning, expeditions and adventurous activity – wall climbing, gym, boxing and football. • Structured play. • Games during breakfast and after-school club • Circle Time • Debates • Charity fundraising events • Whole school events e.g assemblies, in-house and external presentations • SALT group sessions • Events involving group discussions • Working in groups • Team sports as part of the PE curriculum • Trips and events

<p>Planning and assessment</p>	<ul style="list-style-type: none"> • Our primary curriculum is designed to ensure that our children make embedded progress both academically and emotionally. • We plan to keep in line with mainstream provision, in order to build confidence to support their re-integration. • Teaching is designed to be a balance between group learning and tailor-made programmes for individuals. • We have developed our curriculum offer to be relevant, personalised and bespoke, depending on the pupils' needs. This includes our topic based curriculum which supports children to understand the world around them and gives them an opportunity to experience a wide range of creative and experiential activities. • Primary long, medium and short term plans. • Detailed academic Long Term Curriculum plans and lesson plans • Baseline and end of half term assessments • Online tracking system • 6-weekly assessments per subject • Homework opportunities • EHCP Referrals and Annual Reviews • Academic reports • Transition plans and reviews • Placement reviews
<p>Engagement with parents/carers</p>	<ul style="list-style-type: none"> • Letters home • Weekly phone calls • Meetings in school • Key support worker • Website • Annual parents' evenings • Termly target setting meetings at the beginning of each term • Annual review process for EHCP pupils • EHCP Referrals • Referrals to external agencies • Termly Achievement celebration events • Termly academic and personal development progress reports • Parents surveys • Home visits
<p>Pupil Contributions</p>	<ul style="list-style-type: none"> • BRC Pledge • School Council • Suggestions box • Circle Time • Educational support plans (ESP's) – pupils discuss and set their targets with their tutor and parents • One Page Profiles • BRC Primary community Eco workers

	<ul style="list-style-type: none"> • Involvement in Charity events • Community events • Teaching and Learning interviews • Pupil surveys
Liaison/Communication with Professionals	<ul style="list-style-type: none"> • CAMHS • Social Care Services • School counsellor • Child Therapist • Drama Therapy • Educational Psychologist • WDP Mentors – substance abuse • Multi Agency Meetings • School based Family Solutions Worker • SENAS • Brent Inclusion Team • Police and police based work in schools with the school safety officer • Youth Offending Team • PREVENT training
Arrangements for specialist expertise in school	<ul style="list-style-type: none"> • MAPA Trained staff • P.E specialists • Inclusion Team • Youth Engagement officers/mentors
Arrangements for specialist expertise from outside school	<ul style="list-style-type: none"> • Educational Psychologist • Child Therapist • Speech and Language therapist • School counsellor • Motivational speakers • School based Family Solutions Worker • School Nurse • Prospects (Careers advice and guidance) • School Nurse • SENAS • Brent Inclusion Team • PSHE sessions with the safety schools officer
Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEND	<ul style="list-style-type: none"> • Trackers and data analysis. • Pupil Premium analysis and report • Reading recovery and numeracy catch up reports • Attendance • Teaching and learning / marking, feedback and assessment and annual monitoring cycle e,g student interviews, book checks, lesson observations • Parent – teacher meetings, • Professionals meetings • ESP reviews • EHCP annual reviews
Transitions: Mainstream/further education	<ul style="list-style-type: none"> • Re-integration into mainstream • Detailed/ personalised transition plans for integrating pupils • Network with mainstream SENDCOs to provide smooth transition • Supported transition - Re-integration / Review meetings

	<ul style="list-style-type: none">• Phased re-integration• Weekly visits by key person to mainstream schools• Primary placements which includes a structured transition plan• Careers days
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