



Avanti Gardens School SEND Information Report

SEND Information Report - September 2021- Laura Blackwell- Assistant Principal and SENDCo

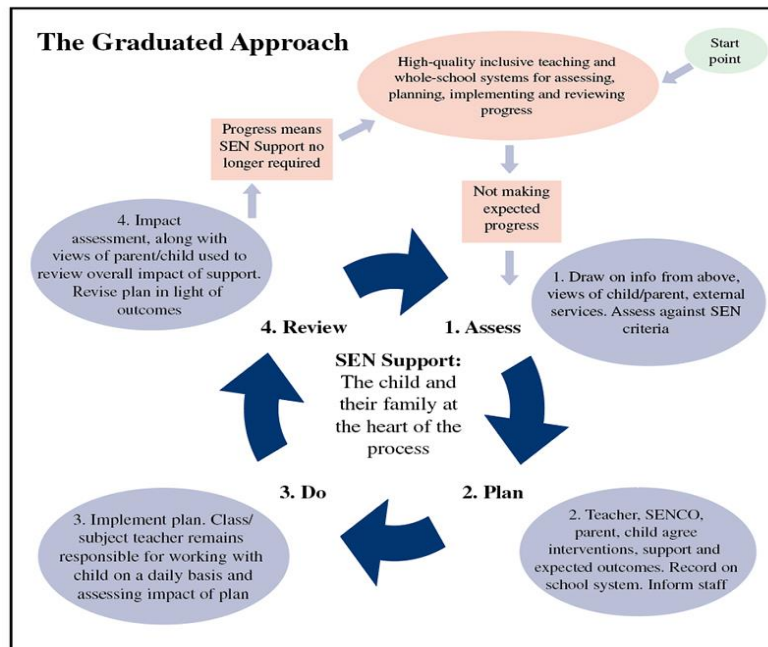
Review date: September 2022

This is a report on how we support children and young people with Special Educational Needs and Disabilities (SEND) at our School. It is known as SEND Information Report. We also have a SEND policy which can be found on the Avanti Gardens School website.

How do you teach children or young people with special educational needs and disabilities (SEND)?

We provide a graduated response to Special Educational Needs.

At Avanti Gardens School we do our best to tailor our provision to meet the needs of all our children. Class Teachers deliver quality first teaching for all pupils in their class. Teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum, to ensure that all pupils are able to make progress. This might initially be through differentiation, which is tailoring class based work to the needs of individual children, including adaptations to the classroom environment. There could be equipment or additional resources that may be made available. Children might have increased adult support either in class, outside the classroom, individually or in small groups. This could be to have additional time to focus on something the class is learning or a specific intervention to improve learning in a particular area. Children might be supported individually or in small groups. In some cases, the curriculum offered may need significant adaptations to meet the needs of individual children. If a child is still not progressing at the expected rate, despite these interventions, the child will be added to the SEND register and a group or individual support plan will be put in place for specific intervention. Parents and the child will be involved in discussions and decisions made regarding their provision. If progress continues to be limited, the SENDCo will seek advice from outside professionals.



How do you decide whether a child or young person has SEND?

All staff including the senior leadership team, carefully monitor the achievement of all the children across the school. When a child is not making expected progress in a particular area of learning, including emotional development, the school can quickly identify the need for additional support. Staff might use formal and informal assessment information, observations of children in class and the wider school, information from discussions with children, information from parents, information from previous settings and information from other agencies to help build a picture of your child. Other assessments may be used to help make a decision about whether a child has special educational needs such as Speech and Language Assessments. Parents can raise concerns with their child's class teacher at any time.

Avanti Gardens School criteria for a child potentially being placed on the SEND register:

- Diagnosed / Diagnostic pathway for a Special Educational Need.
- Consistently slow or no progress in a core area of learning.
- Significant attainment gap between child and peer group.

What 'extras' do you offer children or young people with SEND?

At Avanti Gardens School we deliver BRP reading interventions, Speech and Language interventions including NELI in the Early Years and Maths and English interventions in KS1 and KS2. We currently have THRIVE running across the school which is a programme to support children's self-esteem, behaviour and social and emotional development. We also have outside agency support from: a Speech and Language Therapist, Educational Psychologist, Primary Mental Health Specialist and liaise with additional outside Agencies where required.

How do you make sure children or young people with SEND do well?

Quality first teaching is provided to all pupils and the class teacher will continually review progress through assessments. Lessons will be adapted to provide every child with high quality learning opportunities. Parents are informed of the progress their child is making through parents' evenings, meetings and School reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra-targeted support in class may be provided. Where progress continues to be limited more individualised support may be provided. All individual and small group support plans are written by the class teacher and shared with parents. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child. Alongside the class teacher, the SENDCo and Senior Leadership Team track the progress of all pupils to ensure that good progress is being made.

What facilities do you have to support children or young people with SEND?

At Avanti Gardens School we have a THRIVE room which is a calm and peaceful space where we can support our children. In all classrooms, there is a calming area which children are able to use when needed. Across the school, we have many intervention rooms that allow for small groups to complete activities in a calm, low arousal environment. Break times and lunchtimes are supervised by consistent Teaching Assistants, so there will always be an adult available that your child knows. Level or ramp access is available to all areas of the site. Our site is fully wheelchair accessible with access to lifts to access the higher floors. There are 4 accessible toilets across the school building. Our classrooms are large, light and open.

Do you have staff with specialist training or have 'experts' to support the School?

Avanti Gardens School staff have undertaken a variety of different training including (but not exclusive of) Better Reading at Primary, THRIVE Training, Mental Health, Restorative Practice, Speech and Language and Read, Write INC phonics. Good practice is regularly shared at staff meetings and the SENDCO attends SEND networks, briefings, conferences and cluster meetings to ensure the School staff receive the most up to date information regarding SEND, which is then disseminated to other staff. The School has a link NHS Speech and Language Therapist, a Local Authority Educational Psychologist, School Nurse, an Occupational Therapist and the Bristol Autism Team (BAT).

How do you support the wellbeing of children or young people with SEND?

At our school, there is a comprehensive Personal, Social, Health, Citizenship and Emotional (PSHCE) curriculum, which promotes children's good health and well-being. All staff work very hard to identify / respond to concerns raised by other staff, children and parents about children's well-being. The Behaviour Policy is very comprehensive in the support and rewards offered. Children are regularly reminded and supported in how as a school, we deal with inappropriate behaviour and bullying. Staff in different phases of the school develop strategies to cater for individual or small group needs. Pastoral support through friendship groups to develop social skills, self-esteem, improve confidence and tackle anger management issues are run

as appropriate by various staff. There are many staff who are first aiders and trained to administer medicines and deal with other specific medical or self-care needs that children might have. We regularly monitor attendance so that any issues are quickly identified and support is put in place where required.

What happens if a child or young person needs specialist equipment, services or support?

The school distributes its resources according to priorities for supporting the different needs across the school. If a child has a specific SEND, it may be the case that the school applies for high needs block funding (Top-Up), which may provide some additional funding from the Local Authority to support the child within the day. This funding will be used to provide additional resources that are appropriate for that child. If a child is thought to need specialist equipment, services or support, then a referral will be made by the school to the appropriate outside agency. If the support required is more complex, this may result in an Education Health and Care Plan application being made to the Local Authority.

How will I know if my child is doing well in School?

We really want to work closely with parents and therefore make sure we have very effective communication systems in place. We do this through an open door policy to approach class teachers and other key staff in the School e.g. the SENDCo. Staff are able to be contacted at the beginning and end of each school day. We hold regular meetings including parent's evenings, (held three times a year), review meetings for Individual Support Plans (held three times a year) and Annual reports. If a child has significant SEND needs, an Annual Review Meeting may be held or multi agency meetings with invited professionals to review a child's progress and plan next steps together.

Do you have 'out of School' or extra curricula activities children and young people can do?

We have a number of extra-curricular activities that all our pupils can engage in, including after School sports clubs run by our Sports provider Sporting Chance.

How do you support children and young people with transition or 'moving on'?

We work very closely with staff from a range of settings to ensure children have a smooth transition into or away from the School. This might involve meetings with staff from both settings, with parents, setting up a range of transition activities including visits to a new setting or our School and additional visits as appropriate. Children who join during the academic year are invited to visit the School with their parents, before the child starts. If the child has a particular special need or disability the SENDCo will liaise with the child's previous setting in order to establish a smooth transition. Children who are moving on to a Secondary School will have the opportunity to visit their new School. Transition meetings will also be held between the two school's staff, in order to ensure that any specific needs and requirements are communicated. We receive the Bristol Transfer document from most Early

Years settings, so that we already have information regarding our new Reception intake before they begin in September.

What should I do if I disagree with what you are doing and want to make a complaint?

In the first instance we would encourage parents to talk to the class teacher or SENDCo to see if the issue can be resolved. However, Avanti Gardens School does have a formal complaints procedure, a copy of which can be obtained on our school website.

Who do I contact for more information?

If you would like to find out any further information about how we support SEND within our school, please contact: Laura Blackwell- SENDCo, through the school office.

**Avanti Gardens School, College Road, Fishponds, Bristol, BS16 2JP
Tel: 0117 965 9150**

Where do I find out more about what there is for children and young people with SEND and their families in the local area?

<https://www.bristol.gov.uk/web/bristol-local-offer>