

Special educational needs (SEN) information report

AVANTI COURT PRIMARY SCHOOL



| | | |
|----------------------------|---|--------------------------|
| Approved by: | Dravit Koorichh (Principal) Tracey Cooper (SENCO & Inclusion Manager Aurora Reid (School Improvement Lead for Inclusion) | Date: [2023-2024] |
| Last reviewed on: | [November 2023] | |
| Next review due by: | [November 2024] | |

Contents

| | |
|--|----|
| Contents | 2 |
| What is SEND? | 3 |
| 1. What are the different types of SEND? | 3 |
| 2. Which staff will support my child? | 5 |
| 3. What should I do if I think my child has SEND?..... | 7 |
| 4. How will the school know if my child needs SEN support?..... | 8 |
| 5. How will the school measure my child's progress?..... | 9 |
| 6. How will I be involved in decisions made about my child's education? | 10 |
| 7. How will my child be involved in decisions made about their education?..... | 11 |
| 8. How will the school adapt its teaching for my child?..... | 11 |
| 9. How will ACPS evaluate whether the support in place is helping my child? | 12 |
| 10. How will the SEND budget be used to support my child?..... | 12 |
| 11. How will ACPS make sure my child is included in activities alongside pupils who don't have SEND?..... | 13 |
| 12. How will ACPS support children with physical disabilities? | 13 |
| 13. How will ACPS support my child's mental health and emotional and social development?..... | 14 |
| 14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?..... | 14 |
| 15. What should I do if I have a complaint about my child's SEN support?..... | 15 |
| 16. Glossary | 15 |

The report's purpose is to foster transparency, collaboration, and understanding, ensuring that all students, including those with **Special Educational Needs and Disabilities (SEND)** receive the tailored assistance they need to thrive academically, socially, and emotionally within the school environment.

It may not list every skill, resource, and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Note: Please see the Glossary at the end of this report for any terms that have been used in this report.

What is SEND?

The SEND Code of Practice (2015) defines Special Educational Needs and Disability (SEND) as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

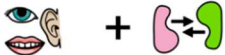
- a) has a significantly greater difficulty in learning than the majority of others the same age or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



[SEN Code of Practice 2015](#)

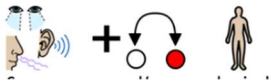
1. What are the different types of SEND?

SEND is categorized into four broad areas of need. Below you will see examples of conditions linked to these areas of need.

The table below demonstrates some possible provisions that can be implemented at Avanti Court Primary School to support the diverse needs within the four areas of SEND. These strategies are based on the pupils needs and may vary based on progression or advice provided by external agencies.

| AREA OF NEED (SYMBOLS BY WIDGET) | EXAMPLES CONDITION | POSSIBLE SUPPORT AND OR PROVISION FOR THIS AREA OF NEED | |
|---|--|--|---|
| Communication and interaction  | Autism spectrum disorder Speech and language difficulties | <u>External support & agencies</u> <ul style="list-style-type: none"> • ASD Advisory • Speech and Language Therapist | <u>Internal provision</u> <ul style="list-style-type: none"> • Attention Autism – Bucket Time • SALT interventions • Visual timetables • Widget Communication Tool • Adapted curriculum/ planning |

| | | | |
|---|--|--|--|
| Cognition and learning  | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia | <u>External support & agencies</u> <ul style="list-style-type: none"> Referral to Educational Psychologist | <u>Internal provision</u> <ul style="list-style-type: none"> Pre Teaching Reasonable adjustments made: seating/ peer support/ TA small group work/ movement breaks Adapted resources: Dyslexia reading rulers/ standing desks/ multi- sensory approach Interventions: Phonics interventions/ Precision Teaching/ Reciprocal Reading Access to small chunks of learning Adapted curriculum/planning |
| | Moderate learning difficulties | | |
| | Severe learning difficulties | | |
| Social, emotional and mental health  | Attention deficit hyperactive disorder (ADHD) | <u>External support & agencies</u> <ul style="list-style-type: none"> SEATss practitioner Avanti Schools Trust Counsellor Referral to: Ellis King or Lisa Burman number is 0208 807 2674 and 07741 844 217 CAMHS | <u>Internal provision</u> <ul style="list-style-type: none"> Zones Of Regulation Behaviour Policy- Good to be Green Nurture groups/ Planting nurture groups Pastoral support from SENCO Movement breaks Mindfulness groups Yoga, PSHE, PRE curriculum |
| | Attention deficit disorder (ADD) | | |
| Sensory and/or physical | Hearing and or Visual impairments | <u>External support & agencies</u> <ul style="list-style-type: none"> Occupational Therapy | <u>Internal provision</u> <ul style="list-style-type: none"> Staff work closely with OT to support with devices such as; radio aid |
| | Physical impairment | | |

| | | | |
|---|---------------------------------|---|--|
|  | <p>Multi-sensory impairment</p> | <ul style="list-style-type: none"> • Occupational Health Redbridge | <ul style="list-style-type: none"> • Risk Assessment to ensure safety of all involved • Reasonable resources provided: chewy toys/ fidget toys/ wobble cushions/ pencil grips • Reasonable adaptations made: use of lift in one building/ ramp/ disabled toilet & intimate care policy in place for nappy changing/ seating |
|---|---------------------------------|---|--|

2. Which staff will support my child?

Our special educational needs co-ordinator, or SENCO



Our ACPS SENCO is Tracey Cooper, she has been at Avanti for 4 years as a class teacher. She has had previous experience as a SEN TA and has always had a deep passion for supporting pupils with SEND.

Mrs Cooper is currently studying for the National Award in Special Educational Needs Co-ordination.

Mrs Cooper is also an Assistant Principal at Avanti Court Primary School.

They are allocated 3 days a week to manage SEN provision

Teaching staff (class teachers, subject leaders and learning support assistants- TAs)

All our teachers and TAs receive in-house and some external SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Below are some examples of training carried out since 2022.

| | |
|--|--|
| <u>Internally delivered CPD</u> | <u>Externally delivered CPD</u> |
|--|--|

| | |
|--|---|
| <ul style="list-style-type: none"> • Attention Autism (Bucket Time) • Precision Teaching • SEND provision (with subject leaders) • Avanti Institute Inclusion Network Meetings (SENCO) • WE SEND Conference (SENCO) • Phonics coaching and CPD | <ul style="list-style-type: none"> • The Graduated Response and SEN Code of Practice – SENCO (all staff) • SEATss training – Quality First Teaching (all teaching staff) • Mark Chalgrove SEATss- Sensory Circuits (all SEN TAs) • Mark Chalgrove SEATss (Attention Autism) All SEN TAs • Speech and Language CPD (SEN TAs) • Occupational Health CPD (SEN TAs) |
|--|---|

Your child's class teacher is responsible for High Quality Teaching, this involves creating an inclusive learning environment through adaptations to the classroom setting, curriculum, planning and etc.

Our TAs will also work closely with the pupils this will occasionally vary between 1:1 support or small group interventions. TAs will primarily be guided by class teachers. We empower our TAs and staff to attend training and lead intervention groups.

Those pupils with high needs and an **EHCP** will tend to always have an adult with them, these adults will receive a thorough handover and a risk assessment to ensure the safety of the adult and child. On most occasions these pupils will have access to regular external support, eg; **SALT, OT or ASD** Advisory, which will also provide bespoke training for the 1:1 adult.

Avanti Trust also will be working with all Avanti schools to further develop the curriculum through implementation of our [AI Teaching and Learning Toolkit](#) and the [CUSP Curriculum](#). These principles and schemes are built with SEND in mind and will continue to encourage an inclusive and diverse curriculum for all pupils.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Voluntary sector organisations

The Local Offer is a government-mandated provision in the United Kingdom under the Children and Families Act 2014. It refers to a comprehensive and transparent collection of information about the services, support, and opportunities available for children SEND in your specific local borough. It helps parents, guardians, and individuals understand what is available and how to access support, promoting collaboration between various service providers and ensuring that families can make informed decisions regarding their child's education and well-being.

Avanti Court Primary School is a Redbridge school; however, we acknowledge that some families are part of different local boroughs. Therefore, please access the relevant links for your local area.

[find](#) Redbridge local offer

<https://www.lbbd.gov.uk/children-young-people-and-families/local-offer> Barking and Dagenham local offer

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0> Havering local offer

3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can do this through your child's school diary or by emailing the school office at sendco@acps@avanti.org.uk

They will pass the message on to our SENCO, Mrs Cooper, who will be in touch to discuss your concerns.

You can also contact the SENCO directly at senco.acps@avanti.org.uk.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

This will always be done in partnership with the parents/ guardians. At ACPS we value our parent relationships and want to work together to better support the pupils.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are always monitoring and keeping an eye out for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include friendship and, or behaviour concerns, consistently below in areas of learning, difficulties with speech, communication and language etc.

Teachers will adapt the learning to support pupils in any specific areas of need. In most cases, through quality first teaching and early intervention, pupils make rapid progress.

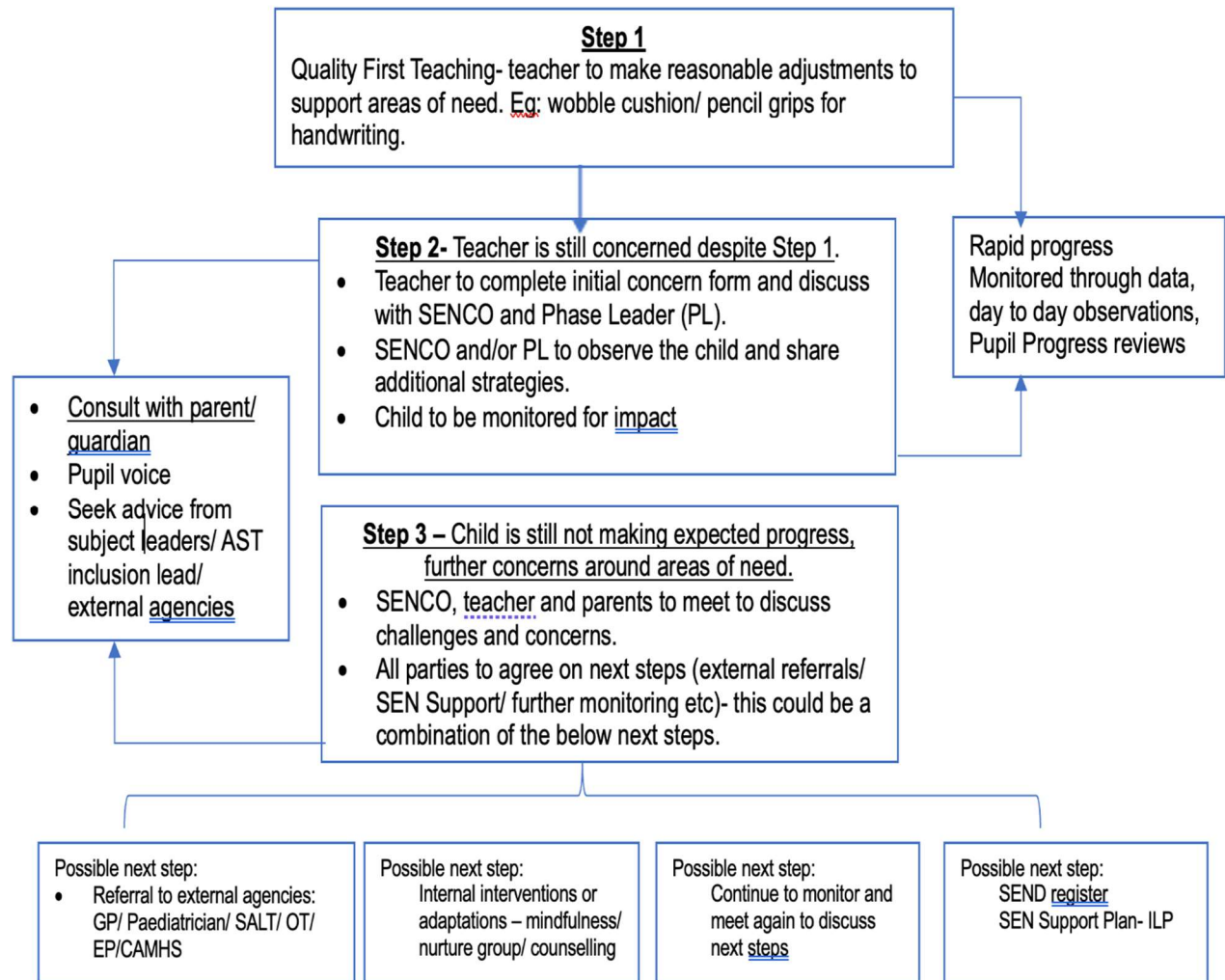
If the pupil is still struggling to make the expected progress, the teacher will complete an initial concern form or discuss this with the SENCO. The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. Through these discussions strategies and techniques will be shared and, in some cases, your child will be monitored to see if the suggested strategies have made a positive impact.

The SENCO will ask for the opinion of parents/ guardians and speak to the child to get their input. They may also, where appropriate, ask for the opinion of external experts this will be done with the parents/ guardians.

Based on all this information, the SENCO will decide whether your child needs SEN support. The outcome will be decided with parents/ guardians.

If your child does need SEN support, their name will be added to the school's SEN register, and if your child requires an **ILP**, this will be created with parents, teachers, and the child.

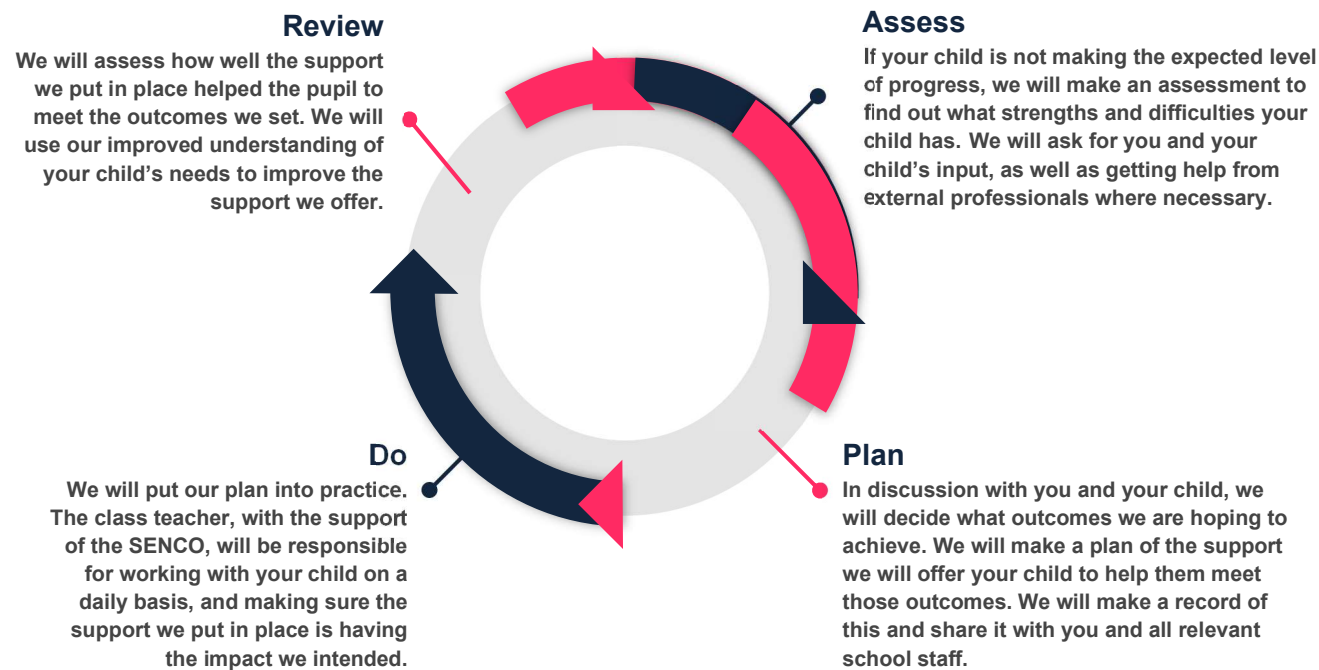
5. How will the school measure my child's progress?



We will follow the 'graduated approach' to meeting your child's SEN needs. This approach will be used as part of the ILP process, where targets are regularly reviewed, assessed, planned and carried out through interventions or discreetly. These targets will be agreed and shared with parents at the end of each term (termly). Targets will also include pupil voice and where appropriate will be shared with the pupil so they can take accountability too.

Although, targets are set three times in the year, teachers will also carry out mid term reviews (end of Aut 1, Spring 1 and Summer 1). This will be an opportunity for staff to reflect on the strategies in place and the impact. These will be shared or completed with the SENCO.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



6. How will I be involved in decisions made about my child's education?

If your child has an ILP, targets will be shared termly, via email and where possible in person.

If your child does not have an ILP then meetings will be set with teachers and parents to ensure continuous dialogue.

If your child has an EHCP, meetings may be more frequent depending on their level of need. Alongside ILP reviews, the SENCO will host annual reviews with parents, school and invite any external agencies. Annual review dates will be shared with parents and staff in advance to ensure ample preparation time.

Parents will also have access to their child's dojo account if you wish to have more frequent communication with class teachers. The SENCO is available via email and will contact or reply as soon as possible.

Your child's class teacher will also meet you for parent consultations to discuss progress and concerns. The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Carry out pupil voice with SENCO, class teachers, subject leaders
- Pupil voice for ILP reviews/ Annual reviews
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing to suit groups of pupils or on a 1-1 basis
- Attending and refreshing training for staff, this may be through internal CPD, external bespoke training and our trust wide training programme (CUSP and AI Teaching & Learning Toolkit).

Examples of adaptations can be seen in section 1 of this report: 'What are the different types of SEND?'

Further adaptations can be found in our **ACPS Accessibility Plan 23-24**

9. How will ACPS evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals/ targets each term, this will be part of the ILP process.
- Reviewing the impact of interventions through our Provision Map
- Pupil Progress Reviews with the Senior Leadership and Phase Leader
- Monitoring by the SENCO
- Parent consultations
- Holding an annual review (if they have an education, health and care (EHC) plan)

If you wish to discuss progress with your class teacher or SENCO please contact them and they will be more than happy to get in touch.

10. How will the SEND budget be used to support my child?

The school holds a SEND budget for the whole school, this may be used for:

- Extra equipment or resources
- Staff training
- SEND bespoke trips
- Screener tools (these tools help us to identify any specific needs/ gaps in learning)

- External specialist expertise/ support

For those children with an EHCP, they are provided with 'Top Up Funding', according to their allocated 'Banding'. This funding is used to support the pupils needs through extra resources, interventions or adult support.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

Further information can be found at <https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0> Redbridge local offer.

11. How will ACPS make sure my child is included in activities alongside pupils who - don't have SEND?

All our extra-curricular activities and school visits are available to all our pupils, including after-school clubs. Relevant information on any SEND pupils is shared with club leaders to ensure that they have access to strategies and have a better understanding of the pupil.

All pupils are encouraged to go on our school trips, including our residential trips. Risk assessments and meetings with parents are held to ensure that staff, parents, and pupils feel confident on these trips. For pupils with high needs, risk assessments are compulsory, where staff visit the venue beforehand. During this visit, a member of staff from ACPS will also attend to ensure that reasonable adaptations can be made for the pupil. This may include; identifying objects/ areas of interest, identifying triggers in environment, creating social stories of the venue, ensuring there is a space to change nappies etc.

All pupils are encouraged to take part in sports days, school celebrations, trips, workshops. However, if staff feel the pupil is distressed or uneasy in any of these unfamiliar situations, they will use their judgments and knowledge of the child to make adaptations (eg: remove them and take them to calm space).

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How will ACPS support children with physical disabilities?

At ACPS we are committed to providing comprehensive support to pupils with disabilities, ensuring they have an inclusive and enriching educational experience. They are included in all activities and reasonable adaptations will be made to ensure they are included in all areas of the curriculum and school day. For pupils who have a specific disability, we will liaise and arrange training with outside agencies to ensure the right level of support is provided. For instance, working with OT or Children's Sensory Team to ensure that devices are implemented effectively.

The school has a range of facilities that ensure disabled pupils can access our school comfortably. This includes ramps, disabled toilets, and designated parking spaces. We will also be provided additional resources for any pupils that are seen by outside agencies, such as radio aids and assistive technology. This will enable our disabled pupils to fully participate in classroom activities and engage with the curriculum.

Our school's accessibility plan outlines our commitment to enhancing the involvement of disabled pupils in the curriculum, **this can be found on our school website**. The plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

To ensure accessible information, we have developed and will continue to use strategies to make learning materials and communications more inclusive. This involves providing alternative formats for materials, such as use of large print and utilizing digital tools to enhance accessibility. We encourage open communication with parents and pupils to understand their specific requirements and adjust our practices accordingly.

13. How will ACPS support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Staff at Avanti Court Primary School take the time to get to know each child and build positive relationships with the children. Children are encouraged to speak to an adult they feel safe with and staff also conduct pupil voice to gain a better understanding of their views, challenges and feelings.
- At the start of each year, teachers work with the classes to develop their relationships with their children. Children are encouraged to identify a trusted member of staff they can speak to regarding safeguarding and pastoral needs. A list of named safeguarding trained staff are available as posters around the school to support our pupils.
- Our PSHE curriculum allows an opportunity to learn and discuss social, emotional mental health topics
- Our PRE, Yoga curriculum and collective worship provides opportunities to reflect on big questions, practice meditation and develop our spiritual insight.
- We run internal interventions, which include; nurture groups, and social skills groups for children who may need them.
- Teachers create a pupil passport for all children on the SEN register, this allows staff to be aware of each child's strengths, challenges, tips to support and triggers.
- Pupils with SEN are also supported to develop their social skills through interventions such as lego therapy and nurture groups.
- We provide extra pastoral support for listening to the views of pupils with SEN. The SENCO is also the Pastoral Lead and is readily available for pupils and families.

14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between each years

To help pupils with SEND be prepared for a new school year we:

- Teachers and TAs create/ update pupil passports for SEND pupils, this handed over to the new teacher
- Previous teachers and TAs create ILP targets in readiness for the new academic year, this is part of the handover to the new teacher.
- A thorough handover is organised between current and new teachers, the SENCO will also attend these meetings.

- The SENCO meets with the new teaching team/ phase to update and provide key information from the SEN register
- For some SEND pupils who require extra support; early transitions are planned, where the pupil can visit the classroom, interact with the new adults and a social story will also be created. This is shared with parents/ guardians also.

Transition to Secondary

The SENCO and Inclusion Manager of the school will come into our school for a meeting with our SENCO and Year 6 teachers. They will discuss the needs of all the children who are receiving SEN support.

Pupils on the SEN and pastoral register are also noted by the Secondary School and contact is made between both the primary and secondary SENCO.

The Secondary school communicate well with us at ACPS, we are able to also arrange additional meetings if requested by the family or school.

15. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. If your concern is not dealt with to your satisfaction after this point, contact the Principal who will seek to resolve your issue and where unable, direct you to the Complaints Policy

16. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **Adaptations** – When teachers adapt how they teach in response to a pupil's needs
- › **ACPS** – Avanti Court Primary School
- › **ASD** – Autism Spectrum Disorder
- › **ADHD** - Attention deficit hyperactive disorder
- › **ADD** - Attention deficit disorder
- › **CAMHS** – child and adolescent mental health services
- › **CST** – Children Sensory Team
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **EP** – Educational Psychologist
- **FSM** – Free School Meal
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **ILP**- Individual Learning Plan, this is part of SEN Support Plan
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **OT** – Occupational Therapy
- **PP** – Pupil Premium
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SALT** – Speech and Language Therapist/ Therapy
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **TA** – Teaching Assistant
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

