



Special Educational Needs & Disabilities (SEND) Report



Avanti House Primary School

Date: Academic Year 2019 - 20

School:	Avanti House Primary School		
Type of school:	Mainstream	Primary (Reception to Year Six)	
Accessibility:	Wheelchair accessible?	Throughout three quarters of our buildings and all outdoor space.	
	Audio/visual enhancements?	No	
	Other adaptations?	Lift	
Core offer:	Are you currently able to deliver your core offer consistently across all areas of the school? Yes - we are an inclusive school.		
Policies:	Are the school policies available on the website for:	SEND	Yes
		Safeguarding	Yes
		Behaviour	Yes
	Are you familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes
What is SEND?	<p>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:</p> <ul style="list-style-type: none"> 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. 		
School Ethos and Values:	<p>We believe that a positive relationship between home and school has a significant impact on a child’s learning. As a school, we are committed to working in partnership with parents. In line with our school ethos of ‘Educational Excellence, Character Formation and Spiritual Insight’, we deliver a broad and balanced curriculum that is well-planned, creative, and accessible to all in order to prepare our pupils for their respective life journeys.</p>		
WHAT DOES THE PROVISION AT AVANTI HOUSE LOOK LIKE? We use an ASSESS-PLAN-DO-REVIEW approach.			
Identifying and Assessing SEN:	<p>We focus on Quality First Teaching in the classroom in the first instance. Through close tracking of pupil progress, we identify pupils underperforming to ascertain if they are low attaining or have a special educational need.</p>		
Assessing & Reviewing Progress Towards Outcomes:	<p>Once a need is identified, an Individual Learning Plan (ILP) is created using existing school resources (outlined below) and support from external agencies. This is reviewed at regular points in our school year, at intervals of approximately six weeks, in conjunction with families and the child. We look at both quantitative outcomes (e.g. data progress) and qualitative outcomes (e.g. specific targets from advisory teachers, educational psychologists, speech and language therapists) to evaluate the effectiveness of our SEND provision.</p>		
Range of provision:	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p>		
	<p><u>Areas of Strength</u> Through rigorous analysis of progress and attainment, pupil needs are fully catered for.</p>		
	<p><u>Specialist Facilities/Equipment to Support SEND</u> TAs deployed to support children on a needs-driven basis. Regular training and support for all staff. Specialist teachers/TAs. Specialist TAs trained to lead interventions in English, phonics, speech, social skills, language and communication and maths supported by phase and subject leaders.</p>		

	<p><u>Input from Therapists/Advisory Teachers/Other Specialist Support</u> Regular input from the Speech and Language Therapist, Educational Psychologist, Occupational Therapist, Autism Advisory Teacher and Outreach Teachers from Specialist Settings as needed eg Hearing and Vision.</p>
<p>Range of Provision (cont.):</p>	<p><u>Sensory Room</u> This is a specially designed room which combines a range of stimuli to help individuals develop by engaging their senses and providing a calm environment. On offer are lights, colours, sounds and sensory soft play objects, all within a safe, quiet environment.</p> <p><u>Breakfast and After School Support</u> Before and After School provision established at the school. After school activity clubs led by outside providers.</p>
<p>Inclusion:</p>	<p><u>How do you promote inclusion within the school (including day and residential trips)?</u> Lessons are inclusive, with adjustments made according to the needs of the children. Children with disabilities and special educational needs are included on all school visits and residential trips, supported by appropriate risk assessment.</p>
	<p><u>How do you prevent bullying?</u> We have the same high expectations for all children - no one should bully and no one should feel unsafe. Situations will arise and as a school we apply our Behaviour for Learning Policy and Anti-Bullying Policy to educate children and address wrong behaviour choices, so all feel safe.</p> <p>Staff are trained to detect and deter bullying, whilst developing conflict resolution. We have an open-door culture where parents can approach teachers or any Senior Leader if they have a concern. Children can access support and advice in class using Circle Time or a “Bubble Box” for example, and also have access to Pastoral Support from Senior Leaders.</p>
	<p><u>What proportion of children currently at the school have SEND?</u> September 2019: 4.05% of the school population are at SEN Support, 0.95% have Education, Health Care Plans (EHCPs). The most recent Government data (July 2018), gives the national figures for Primary Academy Schools in England as 12.5% at SEN Support and 1.4% with EHCPs/Statements.</p>
<p>Parent support/ involvement/ liaison:</p>	<p><u>How do you involve/support the parents of children with SEND regarding identifying and meeting their needs? How do you communicate their progress and areas of difficulty?</u> Regular meetings are held with parents to discuss and plan for their child’s needs, progress and areas of difficulty. We have an ‘open door’ approach to all our parents; and classroom staff, SENDCO and Senior Staff are available by telephone or in person to respond to parental queries and concerns, as well as scheduling formal meetings as needed.</p> <p>Failing satisfactory resolution of any issue, parents are able to follow the school Complaints Procedure.</p>
	<p><u>How will the school prepare children with SEND on their transition to their next educational setting?</u> We have carefully planned and structured transition programmes between key stages and between schools to support individual children transition to their next phase. We ensure that full information is shared and utilised in order to make best provision for children with SEND.</p>
<p>Other information:</p>	<p><u>What else do you think parents would like to know about your school?</u> We currently use the following intervention programmes at Avanti House:</p> <ul style="list-style-type: none"> • Maths interventions including support and extension programmes • Catch-up literacy programmes including phonics interventions, reading comprehension interventions and 1:1 reading support • Small group support (additional staff in class for core and foundation subjects) • Social Skills groups • Mentoring • Confidence boosting groups • Implementation of advice from partner agencies, eg, Speech & Language Therapists, Educational Psychologists, Occupational Therapists • First Aid-trained staff (including training to support children with medical needs, eg, asthma, allergies, diabetes and epilepsy).

<p>Who can I contact for further information?</p>	<p>If you wish to discuss your child's education and provision, then please contact:</p> <ul style="list-style-type: none"> • Your child's class teacher • Ms Ann Luth (SENDCO) • Mrs Shriti Bellare (Principal) <p>Phone 0208 249 6831</p> <ul style="list-style-type: none"> • Ms Ann Luth (SENDCO) • Mrs Shriti Bellare (Principal) <p>School Stakeholder Committee Mrs Bhavna Chauhan (SEND & Safeguarding Lead)</p>
<p>Where can I find Harrow's Local Offer for SEND?</p>	<p>http://www.harrow.gov.uk/localoffer/</p>
<p>Where can I obtain information, advice and support regarding SEND ?</p>	<p>SENDIAS - Information, Advice and Support Service Link: http://www.harrowlocaloffer.co.uk/services/local-info-advice/harrow-send-information-advice-and-support-service</p>
<p>Completed by: (Name and position)</p>	<p>Ms Ann Luth (SENDCO) Mrs Shriti Bellare (Principal)</p>
<p>Date completed:</p>	<p>September 2019</p>