

**Special educational needs (SEN) information report**  
AVANTI HOUSE PRIMARY SCHOOL



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<b>Last reviewed on:</b>	[July 2024] Parent working party (July 2024), included parents from a range of year groups (including K, E, N parents) SSC member- Dipti Patel Staff working party- CPD session (July 2024)	
<b>Next review due by:</b>	[July 2025]	

## Contents

Contents .....	2
What is SEND? .....	3
1. What are the different types of SEND? .....	3
2. Which staff will support my child? .....	6
3. What should I do if I think my child has SEND? .....	9
4. How will the school know if my child needs SEN support? .....	9
5. How will the school measure my child's progress? .....	11
6. How will I be involved in decisions made about my child's education? .....	12
7. How will my child be involved in decisions made about their education? .....	14
8. How will the school adapt its teaching for my child? .....	14
9. How will AHP evaluate whether the support in place is helping my child? .....	15
10. How will the SEND budget be used to support my child? .....	15
11. How will AHP make sure my child is included in activities alongside pupils who don't have SEND? .....	16
12. How will AHP support children with physical disabilities? .....	16
13. How will AHP support my child's mental health and emotional and social development? .....	17
14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? .....	18
15. What should I do if I have a complaint about my child's SEN support? .....	19
16. Glossary .....	20

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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:


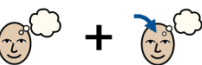
- a) has a significantly greater difficulty in learning than the majority of others the same age or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.


[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 [AHP](#) 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	
<b>Communication and interaction</b>  	Autism spectrum disorder	<u>External support &amp; agencies</u> <ul style="list-style-type: none"> <li>• <a href="#">ASD Advisory</a></li> <li>• <a href="#">Speech and Language Therapist</a></li> </ul>	<u>Internal provision</u> <ul style="list-style-type: none"> <li>• Attention Autism – Bucket Time</li> <li>• <b>SALT</b> interventions</li> <li>• <b>ELKAN</b> trained LSA</li> <li>• Visual timetables</li> <li>• Widget Communication Tool</li> <li>• Adapted curriculum/ planning - use of AI tools to help with scaffolds and adaptations</li> </ul>
	Speech and language difficulties		
<b>Cognition and learning</b>  	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia	<u>External support &amp; agencies</u> <ul style="list-style-type: none"> <li>• Referral to <a href="#">Educational Psychologist</a></li> </ul>	<u>Internal provision</u> <ul style="list-style-type: none"> <li>• Pre Teaching</li> <li>• Reasonable adjustments made: seating/ peer support/ LSA</li> </ul>
	Moderate learning difficulties		

	Severe learning difficulties		<p>small group work/ movement breaks</p> <ul style="list-style-type: none"> <li>Adapted resources: Dyslexia reading rulers/ standing desks/ multi- sensory approach</li> <li>Interventions: Phonics interventions/ Precision Teaching/ Reciprocal Reading</li> <li>Access to small chunks of learning</li> <li>Adapted curriculum/planning- use of AI tools to help with scaffolds and adaptations</li> </ul>
<b>Social, emotional and mental health</b>  	Attention deficit hyperactive disorder (ADHD)	<u>External support &amp; agencies</u> <ul style="list-style-type: none"> <li>NLP4KIDS practitioner (PPM &amp; FSM)</li> <li>Avanti Schools Trust Counsellor</li> <li>Educational Mental Health Practitioners</li> <li>Referral to: <a href="#">Anna Freud- Harrow Horizons CAMHS</a></li> </ul>	<u>Internal provision</u> <ul style="list-style-type: none"> <li>Zones Of Regulation</li> <li>Behaviour Policy- Good to be Green</li> <li>Nurture groups/ Planting nurture groups</li> <li>Pastoral support from SENCO</li> <li>Movement breaks</li> <li>Mindfulness groups</li> <li>Yoga, PSHE, PRE curriculum</li> </ul>
	Attention deficit disorder (ADD)		
<b>Sensory and/or physical</b>	Hearing and or Visual impairments	<u>External support &amp; agencies</u> <ul style="list-style-type: none"> <li><a href="#">Occupational Therapy</a></li> </ul>	<u>Internal provision</u>
	Physical impairment		

	Multi-sensory impairment	<ul style="list-style-type: none"> <li>• <a href="#">Children Sensory Team (CST)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Staff work closely with <b>CST</b> to support with devices such as; radio aid</li> <li>• Risk Assessment to ensure safety of all involved</li> <li>• Reasonable resources provided: chewy toys/ fidget toys/ wobble cushions/ pencil grips</li> <li>• Reasonable adaptations made: use of lift in one building/ ramp/ disabled toilet &amp; intimate care policy in place for nappy changing/ seating</li> </ul>
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## 2. Which staff will support my child?

### Our special educational needs co-ordinator, or SENCO



Our AHP SENCO is Harshah Parmar, she has been at Avanti for over 10 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.

Miss Parmar achieved the National Award in Special Educational Needs Co-ordination in May 2023.

Miss Parmar has previously been the Phonics Lead and EYFS Lead at Avanti House Primary School for a number of years.

They are allocated 3 days a week to manage SEN provision

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

All our teachers and LSAs 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.

<b><u>Internally delivered CPD</u></b>	<b><u>Externally delivered CPD</u></b>
<ul style="list-style-type: none"> <li>• Attention Autism (Bucket Time)</li> <li>• Precision Teaching</li> <li>• SEND provision (with subject leaders)</li> <li>• Avanti Institute Inclusion Network Meetings (SENCO)</li> <li>• WE SEND Conference (SENCO)</li> <li>• Phonics coaching and CPD</li> <li>• Private SALT that work with specific children and their allocated class adults</li> <li>• Avanti Trust Pathways- staff can sign up to a range of CPD sessions</li> <li>• Many of our ECTs have worked at Avanti for a number of years and therefore have had access to many of the CPD stated.</li> </ul>	<ul style="list-style-type: none"> <li>• All Things Autism (all staff)</li> <li>• Gina Davies- Curiosity Programme (Attention Autism)</li> <li>• ADHD training</li> <li>• Dyslexia training (English Lead)</li> <li>• Speech and Language CPD (LSAs)</li> <li>• Private Behaviour Therapist CPD (KS1 team)</li> <li>• How to support Behaviour with ASD Advisory Team</li> <li>• Colourful Semantics &amp; Blank Level Questioning from the NHS SALT</li> <li>• Lego Therapy with a private SALT</li> <li>• Sensory CPD ASD Advisory</li> <li>• De -escalation &amp; Positive Handling Training</li> <li>• Pottery training with TAs</li> <li>• ECTs provided opportunities as part of their training to visit SEN schools/ units.</li> </ul>

The child's class teacher is responsible for High Quality Teaching, which involves creating an inclusive learning environment through adaptations to the classroom setting, curriculum, and planning. We rely on and thrive from strong parent-teacher communications to support and enhance these efforts.

Our **LSAs** will also work closely with the pupils this will occasionally vary between 1:1 support or small group interventions. Our teachers have received training on effectively deploying LSAs, they will primarily be guided by class teachers. We empower our LSAs and staff to attend training and lead intervention groups.

Those pupils with high needs and an **EHCP** will tend have adult support in the form of a class teacher and LSAs, 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 external support, eg; **SALT, OT or ASD** Advisory, which will also provide bespoke training for the adults.

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)
- Anna Freud Harrow Horizons
- Educational Mental Health Practitioners
- 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 House Primary School is a Harrow school; however, we acknowledge that some families are part of different local boroughs. Therefore, please access the relevant links for your local area.

[Harrow Local Offer](#)



[Brent Local Offer](#)

[Herts 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 [ahs.primary@avanti.org.uk](mailto:ahs.primary@avanti.org.uk).

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

You can also contact the SENCO directly at [senco.ahp@avanti.org.uk](mailto:senco.ahp@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 AHP we value our parent relationships and want to work together to better support the pupils.

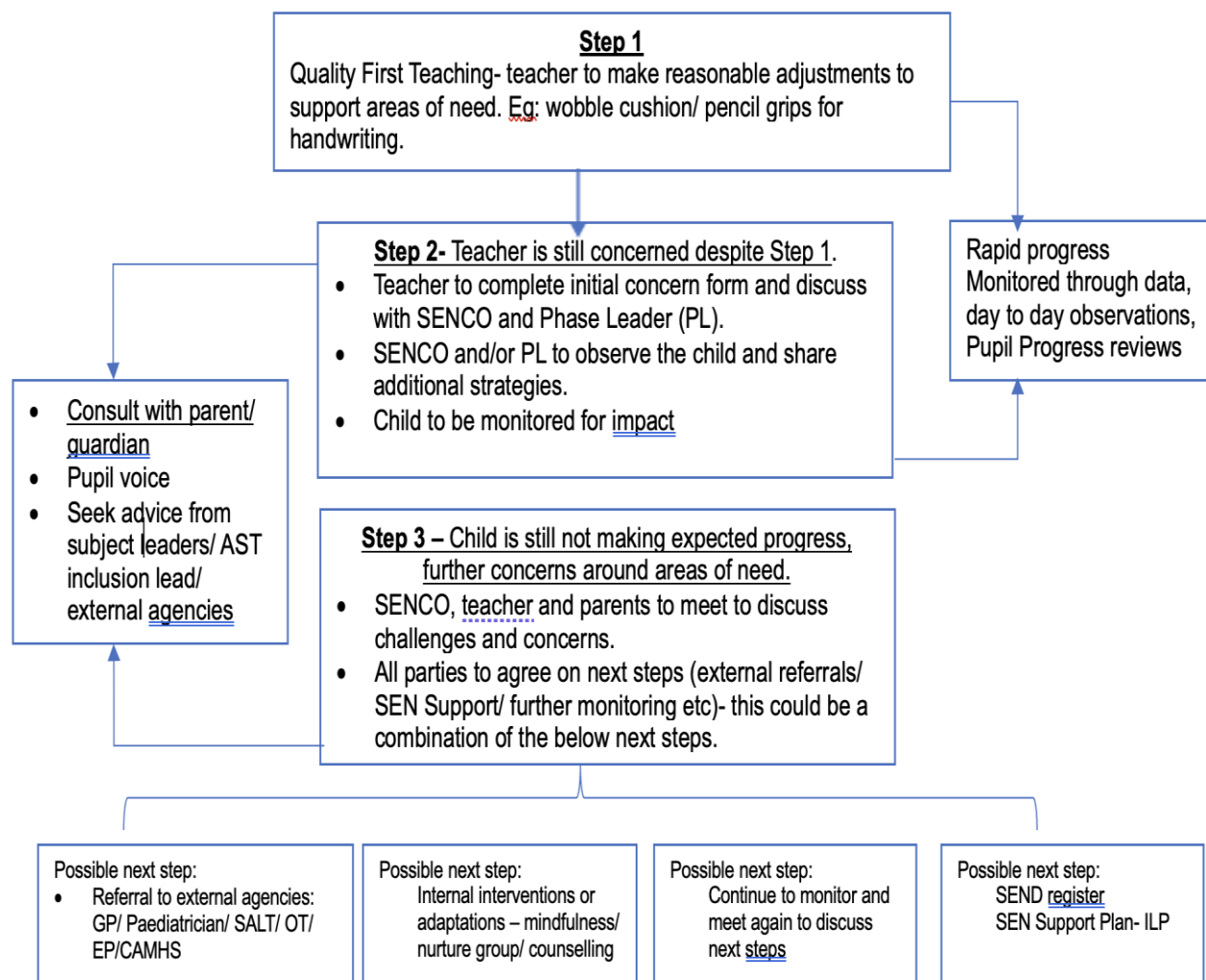
### 4. How will the school know if my child needs SEN support?

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 or consent for appropriate screeners will take place. This will be done with the parents/ guardians.



Educational screeners are assessments that identify children needing extra help in areas such as reading or math. They allow for early detection of learning or Mental Health issues and provide personalized support to enhance a child's educational experience. As a school we have recently bought into some of the below screeners; the Boxall Profile, GL Dyslexia Portfolio, GL Dyscalculia and WELLCOMM. For more information, please contact the SENCO.

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.

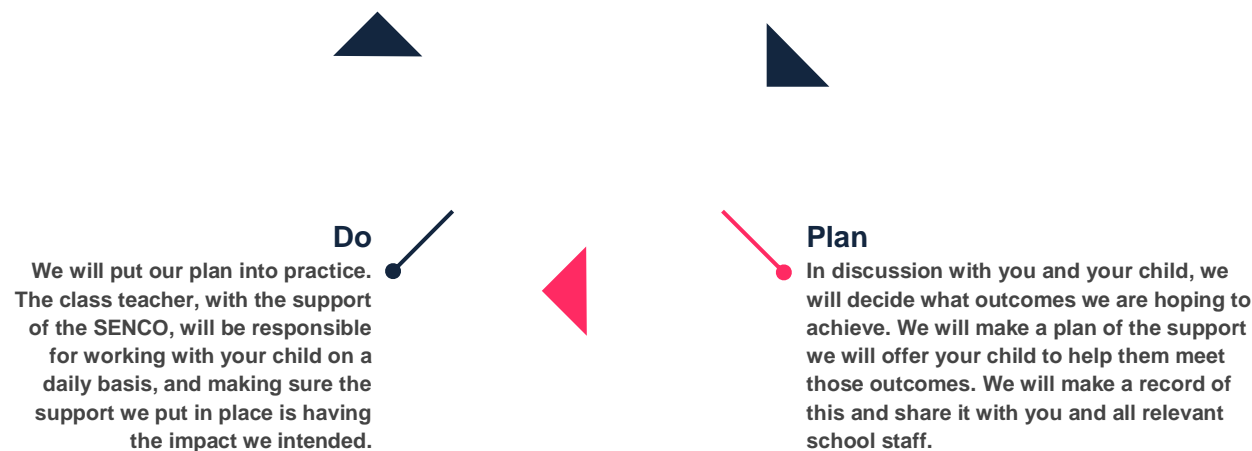
## 5. How will the school measure my child's progress?

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 internal 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?

### What is the difference between an Individual Learning Plan (ILP) and an Educational Health Care Plan (EHCP)?

At Avanti House Primary School, we are dedicated to providing the best support for every student, ensuring they have the resources and opportunities to thrive. For children with special educational needs (SEN), we offer various levels of support: Education, Health, and Care Plans (EHCPs), SEN Support, and Monitoring.

**EHCP:** This legally binding plan is for children with significant and complex needs, detailing specific educational, health, and social care requirements, reviewed annually to ensure effectiveness.

**SEN Support:** For children not requiring an EHCP but needing extra help, this flexible support includes individualized plans (ILPs) developed collaboratively with parents and teachers, and regularly reviewed.

**Monitoring:** The initial step for students who may need support, involving close observation and informal interventions to identify and address emerging needs early.

These structured support levels ensure every child receives the appropriate assistance to succeed.

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 diary 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/rapport of how the SEN support we are providing is impacting your child outside of school. We strongly emphasise the need for families to interact with us and for parental engagement, which can be facilitated through emails, surveys, or other forms of communication. It is crucial for parents to engage in their child's SEN journey because their insights and observations are invaluable in shaping effective support strategies. Additionally, parents working with their child at home reinforces the learning and development taking place at school, creating a cohesive and supportive environment that maximises the child's potential.

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.

### **How will the school work with the parent/carer community to build awareness?**

To improve awareness within our parent/carer community, the school hosts coffee mornings to discuss ongoing initiatives and share experiences. These events will include inviting external agencies to speak about sensory needs, ASD, and strategies for supporting children at home. We celebrate Diversity Week and Neurodiversity Week to promote inclusion and understanding. Our newsletters provide short, informative updates on SEND. Additionally, we organise Grandparents Day and SEND trips, which offer opportunities for different parents to engage with the school.

Parents have also established a SEND WhatsApp group to foster a positive, supportive community. To join the group, please contact Miss Parmar, who can direct you to the parent leading the group.

Our SENCO is passionate about supporting the parent/carer community with referrals, advice, or suggestions. We are committed to continuing and expanding these efforts to enhance awareness and support within our community.

### **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

### **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 and adaptations are 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, bespoke interventions, 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 **AHP Accessibility Plan**

### **9. How will AHP 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- Our provision map is currently being developed within the school.
- 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 [Harrow Parent Forum FAQ](#)

## **11. How will AHP 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, the phase leader or SENCO 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 AHP support children with physical disabilities?**

At AHP 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, elevators, 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 AHP 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 House Primary 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. Staff will also support children through discussions and conferencing.
- At the start of each year, teachers work with the classes to develop their Network Hands. Children are encouraged to reflect and design a hand with five people they can speak to regarding safeguarding and pastoral needs. This is displayed in each class.
- Our PSHE curriculum allows an opportunity to learn and discuss social, emotional mental health topics
- We are fortunate to have a lovely forest school area where forest school practitioners run sessions with groups of children, available for parents to sign up and pay for.
- We also host whole school focus weeks, such as Diversity Week and Neurodiversity Week, where children learn about different SEND and connect these to famous individuals with similar needs.
- internal workshops to develop mental health awareness, including First Aid Training for Year 6 that covers 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, planting nurture groups and mindfulness meditation.
- 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 have used previously commissioned NLP4KIDS to work with children to develop self-regulation and the Zones of Regulation
- Avanti Institute have also provided AHP with a school counsellor who is based on site once a week.

- ▶ The school has linked up with NHS Educational Mental Health Practitioners who will collaborate with the SENCO to run various sessions for pupils, classes (Brain Buddies), parents, and staff.
- ▶ 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?**

##### **Transition from Nursery to Avanti House Primary**

To support transitions for SEN pupils from nursery to Reception, if informed in advance by nurseries, child minders, parents, or the council, the SENCO and EYFS lead will contact parents/carers and nurseries to organize a visit. This includes visiting nurseries to discuss the child's strengths and needs, observing them in their educational setting, and having thorough discussions with nursery SENCOs and key workers. Avanti reception teachers will share social stories and transitional booklets to help prepare the child. Additionally, the SENCO will arrange meetings with new parents to discuss referrals, support, and next steps.

##### **Between each year**

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

- Teachers and LSAs create/ update pupil passports for SEND pupils, this handed over to the new teacher
- Previous teachers and LSAs create ILP targets in readiness for the new academic year, this is part of the handover to the new teacher.
- Along with meet the teacher days, a thorough handover is organised between teachers, where appropriate 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.
- PSHE lessons also focus on transitions and moving to the next year group. These lessons will also allow opportunities for children to discuss a range of strategies to cope and manage with change.
- ECTs are supported to better understand SEND pupils coming into their class through comprehensive handovers, in-depth discussions on needs and strengths, CPD on strategies, and meetings with parents and external agencies when appropriate.

## **Transition to Secondary**

As we are part of a trust, many of our primary pupils attend Avanti House 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 taken to the Secondary School a few times for extra visits and tours. This is organised between both schools.

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

## **How we prepare pupils for adulthood**

We support our SEND pupils in preparing for adulthood through a variety of tailored experiences that enhance their real-world skills. Bespoke trips are a key part of this, such as visiting a local nursing home to sing Christmas carols, which helps students focus on road safety and social interactions. At Squires Garden Centre, students work on their social communication skills by using money and following social scripts to make orders in a café. A trip to Bushey High Street allows students to learn how to navigate public transport, use money to make purchases, and explore new environments. Additionally, Year 6 students participate in workshops that develop life skills, including First Aid Training and financial literacy. Career talks, where parents and agencies discuss their jobs and necessary skills, are adapted for SEND pupils to ensure their inclusion. Social stories and ILP targets further support the development of social communication skills, preparing them to interact confidently with a variety of people.

## **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
- **AHP** – Avanti House Primary
- **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.
- **ELKLAN**- <https://www.elklan.co.uk/> is a training program that focuses on speech, language, and communication needs (SLCN)
- **EMHP**- Educational Mental Health Practitioners
- **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
- **LSA** – Learning Support Assistant
- **NLP4KIDS** - Neuro-linguistic programme
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **OT** – Occupational Therapy
- **PPM** – 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
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages