

Parent Information: Krishna Avanti Primary Special Educational Needs and Disability (SEND) offer and SEN Information Report

Updated September 2018

If you have any difficulties understanding/accessing this document or you would like to discuss any issues further, please contact, Mr Peter Burton, Principal and he will go through this with you at a time that is suitable for both parties.

All Croydon maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the local authority to ensure that all pupils, regardless of their specific needs and disabilities (SEND), make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. The local offer has described their local offer for children with SEND in Croydon schools at <https://localoffer.croydon.gov.uk/>

Krishna Avanti Primary School is a fully inclusive Hindu faith mainstream school that admits pupils from 3 years old up to 11 years. We aim to ensure that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure that we support all of our pupils including those with SEND and disabilities, in order that they can reach their full potential. 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.

Pupils are identified as having SEN when their progress is significantly below National Expectations and/or has slowed or stopped and the interventions and resources put in place do not enable improvement. Children are identified as having special educational needs through a variety of other ways including:

- Concerns raised by parents.
- Concerns raised by teacher for example behaviour affecting academic performance.
- Consultations between the class teachers, the Inclusion Leader and the Senior Leadership team during Pupil Progress Meetings (where the pupil's progress is discussed termly).
- Liaison with external agencies e.g. the Educational Psychologist service
- Health Diagnosis through a paediatrician
- Liaison with previous school setting.

Once this occurs, we have specific needs based plans and individual learning plans which help support their development and accelerate progress.

If you are considering Krishna Avanti Primary School and your child has special educational needs or disability, please contact our Principal, who will discuss how the school could meet your child's needs.

Please see below the Krishna Avanti Primary School SEND Offer.

1. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially. Please talk to us as we believe in working together in partnership with parents to achieve the best outcomes for your child.
- If you need further specialist advice or if you are concerned that your child is still not making progress you should speak to the Principal, Mr Burton.
- If you still have concerns the next step will be to discuss the issue with the school SSC member.
- At Krishna Avanti Primary School the Principal has an open door policy, which allows parents to come in and discuss their concerns. If he is unable to see you straight away, he will book an appointment in the next available time slot.

2. How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting (either face to face or via telephone conversation) to discuss this with you in more detail and to:

- Listen to any concerns you may have too.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning

3. Who are the other people providing services to children with SEND in this school?

Directly funded by the school (these limited services are accessed via the school and prioritised by the Inclusion Leader/Principal on a needs basis):

- Highly trained Learning Support Assistants.
- Bereavement Counsellor.
- Learning Mentor

Paid for centrally by the Local Authority but delivered in school (these limited services are accessed via the school and prioritised on a needs basis):

- Educational Psychology Service
- Deaf and Hearing Impaired Service
- Visual Impairment Service
- Speech and Language Therapy for those children with an EHC Plan (provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level

4. How are the teachers in school helped to work with children with SEND and what training do they have?

- Part of the Principal's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Speech and Language Therapy. There are also online training materials such as Nessy and Clicker 6.

5. How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt or modify the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Where appropriate the class teacher will incorporate strategies and advice given by outside agencies e.g. Educational Psychologist or Speech and Language Therapist.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

6. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by their class teacher.
- Progress is reviewed formally every term and a banding related to Age Related Expectations (ARE), is given in reading, writing, numeracy and science during the Pupil Progress Meetings.
- If your child is in Year 1 and above, but is not yet at age related expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and Year 6 results are published nationally.

- Pupils at Wave 2 will often have an Individual Learning Plan (ILP) which will be reviewed with your involvement, every term and the plan for the next term made. The targets will be SMART (small, measurable, achievable, realistic and time bound). The Literacy targets will come directly from the targets agreed between pupil and teacher during the pupil conferencing.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education. A termly review will also be carried out for pupil with an EHC plan or more complex needs, the pupil is involved in this meeting.
- The Inclusion Leader will also check that your child is making good progress within any individual work and in any group that they take part in.
- The school monitors whether the pupil is making progress academically against national/age expected levels and compared to their Year 2 data, at Termly Pupil Progress meetings attended by the class teacher, the Inclusion Leader and the Deputy Principal.
- Pupils will be taken off the SEND register if it is decided that they have made sufficient progress.
- The outcomes of interventions/additional support that takes place within our school is reviewed by the Inclusion Leader by looking the progress data, discussing the impact within the classroom with the class teacher and Learning Support Assistant (LSA) during pupil progress meetings. The LSA's track the pupil's progress throughout the course of the intervention.
- The pupil's Individual Learning Plans targets are reviewed termly by the Inclusion Leader and class teacher. The targets are formulated by the Pupil and the Class Teacher during pupil conferencing and then any outside agency advice will be used to formulate strategies to help support the child in meeting these targets. These provisional support plans are then discussed with parents and then finalised.

7. What support do we have for you as a parent of child with SEND?

- At Krishna Avanti Primary School we believe that your child's education should be a partnership between parents and teachers and therefore we aim to communicate with you regularly.
- The class teacher is frequently available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Leader is available to meet with you to discuss your child's progress or any concerns/worries you may have. We have an open door policy. We can offer advice and practical ways you can help your child at home.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual Learning Plans will be reviewed with your involvement each term.
- Homework will be adjusted to your child's individual needs.

- Parents are informed and actively encouraged to support shared goals at home.
- Access to Parent Partnership and to other parent support groups.
- Access to Parent workshops.
- You will be able to discuss your child's progress at parent consultation evenings.
- Parents are invited to class assemblies and concerts.

8. What support is there for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. The staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Principal for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.
- The Principal has an open door policy that enables pupils and parents to speak to them with any concerns they may have.
- When the school has highlighted a pupil that would benefit from further emotional support, parental permission will be sought to enable their child to meet regularly with our learning mentor.
- The school entrance is staffed with an adult at the beginning of the day, who greet and welcome pupils to ensure a smooth transition between home and school each day.
- Some of the older pupils will be trained in the future as peer mediators to support children on the playground at lunchtime

9. How does the school manage the administration of medicines?

- Parents need to contact admin staff if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis the admin staff and learning support staff generally oversees the administration of any medicines.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that relevant staff are able to manage medical situations. A list of first aiders is on display around the school and in classrooms.
- If a child requires personal hygiene care, this will be managed through an individual care plan.

10. How is Krishna Avanti Primary School accessible to children with SEND?

- The building is accessible to children with physical disability as the classrooms are all on one level. There is a lift near the front Reception desk to access rooms upstairs.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- There is a disabled space in our car park.

- The playground has purpose build shaded areas.

11. How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCo/Inclusion Leader and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a hand over meeting will take place with the new teacher. All learning support plans will be shared with the new teacher.
 - If your child would be helped by a book to support them in understanding moving on, then it will be made for them.
- In Year 6 (when applicable in the future):
 - The Principal will hold transition meetings to discuss the specific needs of your child with the SENCo of their secondary school.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on a few occasions and in some cases staff from the new school will visit your child in this school.
 - We write social stories with children if transition is potentially going to be difficult.
 - We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
 - If your child has an EHC Plan and Annual Review will be planned as a transition meeting during which we will invite staff from both schools to attend.

12. How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life.
- Children who have individual learning plans discuss and set their targets with their class teacher.
- Class teachers will meet termly with all children and carry out Pupil Conferencing which will enable children to share their views and concerns. The children will also be able to contribute towards setting their own targets.
- There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.

- If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them.
- The Principal has an open door policy which enables children to come and discuss issues that are worrying them.
- The school also have a learning mentor that provides pupils with a safe place to talk about any problems or worries.
- The school have a democratically elected school councillor that represents the views of their class in the school council meeting.

13. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Plan (IBP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported upon to the Principal. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

14. How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

15. How are the school's resources allocated and matched to children's SEND needs?

- We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving an LSA.

16. What specialist services and expertise are available at or accessed by the school?

- The Principal liaises with professionals at Croydon Council on a regular basis to ensure that statutory responsibilities are being met and to maintain good practices.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Educational Psychologists (EP), specialist services for Hearing Impaired (HI), Visually Impaired (VI), Autistic Spectrum Disorder (ASD), the Behaviour Support Team; Health including – GPs, School Nurses, Paediatricians, Speech & Language therapists, Physiotherapists, Occupational Therapists; Social Services including locality teams, and social workers.

17. What training has the staff supporting children with SEND had or is currently having?

- The Principal receives regular support from the Educational Psychologist (when required).
- A number of staff have had training in delivering speech & language programmes from speech & language therapists.
- All staff have had training around Wave 2 interventions.
- All staff have had training from an Educational Psychologist.
- All LSAs have been trained in delivering Interventions in Literacy, Spelling and Maths.
- One member of staff has had training in delivering fine motor skills programmes from the Occupational Therapist.
- All of our LSAs have had training in delivering reading and spelling programmes.

18. What If I need to complain?

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or LA's complaints procedure
- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider)
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure)
- Complaint to the Secretary of State (against schools or LAs)

Appendix 1

- **Wave One: Inclusive quality teaching first for all.**

Offering pupils an inclusive and well differentiated experience in everyday lessons e.g. planned differentiation by class/subject teacher, occasional support from LSAs. At least 4 out of 5 pupils should make good progress without further support. If the majority of pupils are not making progress on Wave 1, then the school will need to consider the appropriateness of their curriculum and adapt it to ensure that pupils make expected progress.

- **Wave 2: Additional interventions which enable children and young people to work at age related expectations or above**

Offering pupils short-term extra help to accelerate key points of learning. This will be small group, targeted and time limited, interventions, booster classes, holiday schools, mentoring programmes, etc. Entry and exit data are integral to the interventions enabling schools to evaluate impact. Those pupils who do have ILPs may need less information on them as provision maps will provide many details previously written in ILPs.

- **Wave 3: Additional highly personalised interventions.**

Offering intensive targeted support when small group intervention fails to work. This wave of support includes interventions such as – Multi Sensory spelling (MSS), Pre-teaching vocabulary group. Individual support is linked to very precise personal targets and timescales. Pupils requiring this level of support will often also require additional advice from beyond the school.

Behavioural, Social and Emotional

Wave One:

- Whole school and class reward systems promoting learning behaviour
- Whole school / class rules
- Whole school policy for behaviour management with graduated response
- Circle time as part of PSHE

Wave Two:

- Social Skills group training e.g. Turn taking, social stories, role play
- Small group circle time with the Learning Mentor
- Monitoring at break times
- ARTIS working in small group to enhance self-esteem

Wave Three:

- Individual arrangements for SATs
- 1-1 behaviour programme e.g. Anger Management Techniques, Individual Contract and / or Reward System
- -1 close surveillance at break time
- Home to school diary
- Peer mentoring
- 1-1 Teacher time
- Additional planning and arrangements for transition

Communication and Interaction



Wave One:

- Flexible teaching arrangements
- Structured school and classroom routines
- Differentiated curriculum delivery e.g. simplified language or minimal use of language
- Differentiated outputs e.g. cartoon strip instead of written prose
- Increased visual aids / modelling etc
- Visual timetables
- Use of symbols

Wave Two:

- In-class LSA support to aid delivery of targets
- Speech and language group support
- Social skills training group
- Break time/lunch time monitoring
- Pre teaching vocabulary group
- Precision teaching

Wave Three:

- Alternative means of communication – e.g. Teacher / class use of signing/use of equipment
- 1-1 speech therapy sessions – delivered by Speech Therapist and/or TA
- Individual arrangements for SATs
- Visual timetable
- Use of ICT e.g. Clicker6
- Additional planning and arrangements for transition

Sensory and Physical

Wave One:

- Flexible teaching arrangements e.g. Seating, pupil able to move at will to access lesson
- Teacher aware of implications of sensory and physical impairment e.g. not covering mouth when talking to pupil with hearing impairment / light implications for visually impaired and lip readers.
- Availability of resources e.g. writing slopes, matt laminates, pencil grips, sensory cushions

Wave Two:

- Brain gym exercises – e.g. in group as lesson warm-up
- Co-ordination group – physical co-ordination activities done in small group
- Tiger Teams and Yoga
- Keyboard skills group training
- Handwriting and / or fine motor programmes
- Visual / Auditory perception group activities

Wave Three:

- 1-1 individual support in class to facilitate access to curriculum e.g. VI team enlarging texts
- Individual arrangements for SATs
- Teacher use of resources e.g. radio mike for hearing impaired
- LSA to monitor safety and give discreet support as required e.g. physically impaired child
- 1-1 Physiotherapy programme
- Individual speech therapy and language support by LSA
- Provision of specialist equipment e.g. seating, ICT
- Individual handwriting / fine motor / keyboard skills training
- Additional planning and arrangements for transition

Cognition and Learning

Wave One:

- Differentiated curriculum planning and work
- Differentiated delivery e.g. simplified language, slower lesson pace
- Differentiated outcome e.g. cartoon strip instead of written prose, Clicker 6
- Increased visual aids / modelling etc
- Visual timetables
- Illustrated dictionaries / spellcheckers
- Use of writing frames

Wave Two:

- In-class LSA literacy and numeracy support, catch-up programmes
- Multi-sensory spelling groups
- Group use of ICT programmes
- Differentiated resources e.g. dictionaries

Wave Three:

- 1-1 precision teaching – for literacy or numeracy
- 1-1 Literacy programmes – reading programme (Reading Recovery)
- Individual arrangements for SATs
- Dyslexia programme e.g. Nessy
- Use of ICT
- Additional planning and arrangements for transition

