



## Special Educational Needs and Disability (SEND) Information Report 2023-2024

All Avanti Trust schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

### Inclusion Team

Bijal Pandya – Principal [bijal.pandya@avnti.org.uk](mailto:bijal.pandya@avnti.org.uk)

Fran Botley – Inclusion Lead & SENCo [fran.botley@avanti.org.uk](mailto:fran.botley@avanti.org.uk)

Malory Griffith – Emotional Literacy Support Assistant (ELSA)

### **1. What types of special educational needs and disabilities are provided for at Krishna Avanti**

Additional and/ or different provision is made in school for those children whose needs may fall into one or more of the four categories identified in the 2015 Code of Practice.

- Cognition and Learning
- Sensory, Medical and Physical
- Communication and Interaction
- Social, Emotional and Mental Health

### **2. How does our school identify special educational needs and disabilities?**

Parents and carers are encouraged to inform us of any additional or learning needs their child has or may have.

Children's needs may be identified during home visits, or from previous settings before the child starts school. Children's learning and development are continually monitored and assessed by class teachers, which enables them to identify pupils with additional needs. At Krishan Avanti we use Educator, an electronic assessment tool which monitors progress and attainment. Our Assessment Policy offers further information and is available from school.

Each term Pupil Progress Meeting are held between Class Teachers, the Principal, the ELT to review pupil's progress and attainment and agree on future support.

Additional assessment may be used in school by the SENCo to obtain further understanding of a child's learning difficulties. These include:

- Dyslexia screening
- Ravens Coloured Progressive Matrices
- SpLD checklist
- Social communication Difficulties Toolkit
- British Picture Vocabulary Scale III

Following discussion and agreement with parents or carer, we may refer a pupil for further assessment if their needs to outside professional or support agencies. This may include:

- Paediatric Clinic
- Communication Clinic
- Speech & Language Service (SALT)
- Occupational Therapy Team (OT)
- Physiotherapists
- Children and Adolescent Mental Health Services (CAMHS)

### **Other Agencies**

- Croydon Educational Psychologist Service
- Counterpoise Wellness educational Psychologist Service
- Children's Social Care
- NAS (National Autistic Society) Croydon Branch [croydonbranch@nas.org.uk](mailto:croydonbranch@nas.org.uk)
- Dyslexia Association
- National Autistic Society
- School Nursing Team
- SENDIASS Croydon

<https://www.croydon.gov.uk/healthsocial/families/childproctsafe/childprotect>

<https://www.croydon.gov.uk/education/special-educational-needs>

Further information on identification and assessment of pupils with SEND is in our SEND Policy which is available on the school's website.

<https://avanti.org.uk/wp-content/uploads/2022/09/Special-Education-Needs-and-Disability-Policy.July-2022.pdf>

### **3. How does our school consult with parents/ carers and how do we work in partnership with parents/carers and promote pupil voice?**

Positive collaboration between parents and staff enables us to achieve the best outcomes for children. Parents are encouraged to share information about their child to help us plan the most appropriate support for them. Class Teachers and the SENCo will discuss with parents the reason for adding their child to the Special Educational Needs register and the support with learning provided.

Parents' Evenings are held in the Autumn and Spring Term each year. At the Autumn meeting, Class Teachers and the SENCo and parents meet and discuss the child's strengths, interests and targets. The Spring term meeting reviews progress so far and discusses updated targets. Throughout the year parents are welcome to meet Class Teachers and the SENCo to discuss their child's needs. In the Summer Term, parents receive their child's Annual School Report showing progress, attainment and future targets.

If a child is added to the Special Educational Needs Register a Passport will be created to show their strengths, needs and targets. This information is gathered with help from the child, the Class Teacher and the parent. Once it is completed they are shared with the child's family and the Class Teacher and school staff use this to support the learning.

Each term the Passports are reviewed, targets discussed with the pupil and the Class Teacher then new targets set together.

The Inclusion Team arrange talks and discussions to support parents with SEND. These may include guest speakers and the Inclusion Team are available to answer questions and provide information about the support offered to pupils in school.

Meetings are arranged between parents and professionals from external agencies who have assessed pupils, to share information and discuss the support needed by the child. As well as speaking to Class Teachers about their child, parents can contact the SENCo in person, by phone or email. We have an 'open door' policy and always make ourselves available to discuss a child's needs.

#### **4. What arrangements are there for assessing and reviewing children's progress towards targets?**

We use the 'Assess, Plan Do, Review' cycle whereby teachers are continually assessing pupils learning through marking of work, discussions with and observations of pupils. Teachers planning responds to their assessments. For some children external agencies may carry out specific assessments and reviews. There are five assessment windows when a range of tools are used to evaluate progress and attainment. The outcomes are discussed at Pupil Progress meetings with Class Teachers, the Head of School, the Deputy Headteacher and the SENCo and new targets are set.

Pupils an Education, Health Care Plan (EHCP) are formally reviewed annually at a meeting between parents, staff and on occasion our SEND Case Worker from the local authority.

#### **5. What arrangements are there for supporting children moving between phases of education?**

We personalise transition arrangements for pupils according to their needs. The types of support arranged include:

- Home visits
- Visits to prior settings (Nurseries, playgroups, schools)
- Meetings with parents or carers

- Visits arranged for pupils joining Krishna Avanti
- Visits to new classroom to meet the new teacher
- Transition booklets with photographs
- Opportunities to talk to children from the new year group
- Invitations to SENCo and new Class Teacher at receiving school to visit Krishna Avanti and meet pupil in a familiar setting
- Attendance at the annual meeting of all Croydon Borough SENCo's to transfer information to Secondary Schools from Primary Schools. Contact with outer Borough SENCo's to ensure sharing of information

## **6. What is our approach to teaching children with SEND?**

Our aim is to support all children to fulfil their unique potential and to become as independent in their learning as possible. We have very high expectations of pupils with SEND and an absolute commitment to supporting them in achieving their best.

Class Teachers and Support Staff ensure they know pupils' needs and strengths. All pupils with SEND will be taught in class with their peers and will take part in extra-curricular activities. Some pupils with SEND will benefit from small group or individual support outside of the classroom for part of the day. This is planned according to pupils' needs.

## **7. How are adaptations made to the curriculum and learning environment of children with SEND?**

Quality First Teaching provides for most pupils' needs and learning styles. Planning ensures work is set at an appropriate level for different pupils' abilities and needs. Classroom environments are stimulating, supportive and well-resourced. A range of equipment is available to personalise the learning environment for pupils. Pupils will be seated to enable them to focus and work well. Some will work in separate learning spaces for a lesson or part of the lesson, with a higher degree of adult support.

## **8. How do we ensure expertise and training of staff to support children with SEN, including specialist expertise, will be secured?**

The SENCo supports staff in planning for children with SEND. Continuous professional development is arranged according to the School Development Plan and the needs of the pupils.

Krishna Avanti staff have access to a wide range of professional development opportunities to enhance their knowledge and expertise in supporting pupils with SEND. Training may be provided by external trainers, delivered in house or staff may attend specific training course run by external agencies.

The SENCo, Fran Botley, has the Masters Level National Award for SENCo's and a Masters in SEND. Staff are trained in the safe administration of medicine to pupils by the School Nursing Team. Specific training is given to staff to support individual pupils' needs.

Krishna Avanti purchases a Service Level Agreement each year with Croydon's Educational Psychology Team. The Inclusion Team and staff work closely with them to review and improve practice.

**9. How do we evaluate the effectiveness of the provision made for children with SEND?**

All teaching and learning is evaluated using the 'Assess, Plan, Do, Review' cycle. This is embedded in our teaching practice. All staff working with pupils collaborate in this process. Termly pupil progress meetings evaluate the provision formally and future support is planned according to pupils' need and the impact of interventions. Pupils are encouraged to consider their own learning styles to help them to develop their self-awareness and to support overcoming barriers to learning.

**10. How are children with SEND enabled to engage in activities available to pupils in school who do not have SEND?**

We adhere to the guidance in the Equality Act 2010 to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Additional support is provided to enable children with SEND to be as fully involved as possible in all aspects of school life including extra-curricular activities. Individual risk assessments are carried out, where appropriate, to ensure pupils' safety.

Our Accessibility Plan can be found on our website: <https://avanti.org.uk/wp-content/uploads/2022/01/Accessibility-Plan.Jan-20.pdf>

**11. If I have a concern or complaint regarding the provision for my child in school, how will this be dealt with?**

All complaints are taken seriously, in the first instance talking with the Class Teacher will usually resolve any problems, should this not be the case a meeting with the SENCo can be set up to discuss the issue. If the issue is still not resolved, then the Principal will meet with you. Failing resolution, the Chair of the SSC can be contacted via the School Office.

**12. How do I find out more about local organisations which provide support for parents/carers of children with SEND?**

Section 2 outlines many of the local and national support agencies including Croydon Local Offer

**13. How do I find out more information about Croydon's Local Offer?**

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/localoffer.page?localofferchannel=5>