



**KRISHNA AVANTI**  
Excellence · Virtue · Devotion

# Krishna Avanti Primary School

## 2024-25 Special Educational Needs and Disability (SEND) and Inclusion Policy

	Name	Date Approved	Review Date
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## Our Vision - Educational Excellence, Character Formation and Spiritual Insight

At Krishna Avanti Primary School (KAPS), we welcome all children and celebrate diversity in all areas of their lives. We appreciate that children have diverse needs and varied backgrounds and experiences. Our priority is to ensure that every child has access to a full and enriching curriculum that is differentiated to provide them with the best opportunities and learning experience. This includes full access to after school clubs and school trips.

Inclusion is at the heart of our values and we are committed to giving every child the opportunity to reach their full potential. We believe that to do this, working in partnership with parents and pupils is vital. We are constantly striving to improve our practice and value the opinions of those within our school community.

### SEND Aims and Objectives

We aim to be an inclusive school and provide a secure and happy environment, with a broad and balanced curriculum for all pupils, with regard to individual needs. We work to remove barriers to learning and achievement. It is our goal to raise the expectations for pupils with SEND and to empower them by enabling them as active stakeholders in their own education. At KAPS every teacher is a teacher of SEND.

Krishna Avanti Primary School works within the guidance set out in the SEN Code of Practice: 0-25 Guidance (2014) as well as the Equalities Act (2010) and the Disability and Discrimination Act (2010). We will identify and provide for pupils with SEND by looking at the whole pupil and working as a whole school community. The SENDCO will provide support and advice for all staff working with SEND pupils and take the lead on working with parents of children who may have a SEND.

To view what support is available for children with SEND within Harrow, please visit <http://www.harrow.gov.uk/localoffer/>

### Krishna Avanti's Definition of Special Educational Needs and Disability (SEND) – Legislation and Guidance

In line with the SEND Code of Practice (2014), we believe:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational 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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.'

In addition:

Disability is defined as: "*physical or mental impairment which has long term and substantial adverse effect on a child's ability to carry out normal day to day activities*" (Equality Act, 2010).

The SEND code of practice: 0-25 (2015), clarifies four areas of need and that some children will experience difficulties in more than one area.

1. Communication and interaction:
  - a. Speech and Language difficulties.
  - b. Autistic Spectrum Disorder (ASD)
2. Cognition and Learning:
  - a. Specific Learning Difficulties (SPLD)
  - b. Moderate, severe or profound learning difficulties.
3. Social, Emotional and Mental Health
4. Sensory and/or physical/medical needs.

The SENDCO keeps an up-to-date register that is reviewed regularly, including as part of our termly Assessment Cycle. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will not just include the SEND of the pupil.

We are aware that it is not only SEND that impacts on progress and attainment, but other factors can also include:

- English as an additional language (EAL),
- Attendance and punctuality
- Health and welfare
- Being in receipt of the Pupil Premium Grant
- Being a looked after child

- Being a child of a serviceman/woman

The differentiation and good practice that we have in place will take into consideration all pupils needs.

## Krishna Avanti Primary School's Approach to Supporting Pupils with SEND

*"All children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training"* (SEND code of practice, 2014).

Inclusion within the classroom and Quality First Teaching (QFT) is at the centre of our approach and our first step in supporting all pupils. Our highly trained staff deliver differentiated learning to all pupils. Teaching a child with SEND is the responsibility of the class teacher, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff. The class teacher is accountable for the pupil's progress. We are aware that additional interventions and support cannot compensate for a lack of quality first teaching.

If additional support is felt necessary then parents will be consulted. The graduated approach to SEND support that is highlighted in the SEND Code of Practice (2014), will then be followed. This is:

*"A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or a young person may be experiencing."*

In practice this will be delivered using the **Assess, Plan, Do and Review** cycle.

## Assess

The progress of all children is continually monitored by their class teacher and is formally reviewed termly during Pupil Progress Meetings. During these meetings progress and attainment is discussed with the Class Teacher, Principal, Phase Progress leader, Inclusion Manager and SENDCO. Together, all individual information gathered about a child is considered in comparison with national expectations, so that we can identify any barriers to learning both educationally and physically.

We are aware that for some pupils, slow progress may be a result of SEND and that further support is needed.

We take great care over the identification and assessment of children whose first language is not English. We do not assume that a lack of progress in English means that a child has a special educational need.

## Plan

For pupils with SEND, targets to support progress are formulated as an Individual Learning Plan (ILP) that will also incorporate advice given from any outside agencies, if involved with the child. The ILP will clarify any interventions or strategies put in place to promote progress. This individual planning is then put in place so that the pupil can better access the curriculum i.e. the use of ICT, touch typing programme, larger fonts, specific resources and teaching approaches etc.

The SEND Code of Practice (2014), is very clear that the views and wishes of the pupil and their parents/carers must be taken into consideration in the decision making process for pupils with SEND. To that end, the ILP is fully discussed and finalised with parents/carers at a parental consultation meeting. Review meetings with parents/carers are also held to discuss progress and seek their opinions.

All ILPs are kept under review by the class teacher to ensure effectiveness and will be amended as appropriate. Ongoing discussion with colleagues such as phase leader, SENDCO and/or Inclusion Manager informs this level of planning.

## Do

We believe that quality first teaching is fundamental to a pupil's progress and where possible keep the learning of pupils with SEND within the main class environment.

However, we acknowledge that for some pupils, at times working 1:1 or within a small group outside the classroom may be necessary for their best interests, eg, for Speech and language interventions or to aid attention. These sessions may be led by the class teacher or by a Learning Support Assistant (LSA).

Where pupils are involved in interventions outside the classroom an LSA, the Class Teacher still retains the responsibility for the pupil's progress. Class Teachers work closely with LSA's to plan and assess the impact of support and how it can be linked into classroom teaching.

## Review

Reviewing the impact of support provided for a pupil is essential as it enables us to help plan for what benefits the individual. The impact of an intervention is reviewed informally every six weeks, as well as during our termly Assessment Cycle.

ILPs are formally reviewed approximately termly, depending on the length of terms/half terms. Targets and the impact of any intervention are discussed with the pupil on an on-going basis and with the parents/carers during the Parent Consultation meeting.

If it is decided that a child no longer has SEND, they will be removed from the SEND register, but will be closely monitored for a period of at least one term by the class teacher. Progress will continue to be discussed with the pupil and parents/carers as well as school staff. Pupil names are added and removed from the register on an individual and responsive basis as we are aware that needs can change and that no child should be deemed to be a SEND child if this is no longer the case.

## Managing Pupil's needs on the SEND Register

A pupil will be considered for Special Educational Need Support, if a child's attainment is below national expectations in at least one core subject and/or they may exhibit difficulties in one of the following areas:

- Speech and Language difficulties as assessed by a Speech and Language Therapist
- Inability to focus and attend in class
- Significant gross and/or fine motor difficulties
- Significant other physical or medical difficulties
- Significant social, emotional, mental health difficulties

Targeted action is taken. This is additional to or different from that normally provided as part of the school's differentiated curriculum. The SENDCO and the Class Teacher inform parents/carers of concerns. The class teacher and SENDCO will decide on appropriate support. This may include:

- Targeted intervention
- Increased liaison with parents
- Special equipment or materials
- Individual Learning Plans
- Deployment of staff to provide additional support to individuals or groups.
- The provision/progress made will be recorded and shared with the parents/carers and the child through an ILP.

## Support for a Pupil with Higher Levels of Need

When a pupil continues to make little or no progress, despite the intervention provided, the school will look to seek external advice from specialised agencies. These may include an Educational Psychologist, Speech and Language Therapist or Occupational Therapist. This referral will be discussed with the parents/carers and will only go ahead with their consent. The specialist advice gained will feed into the support plan and be discussed with the pupil and parents/carers.

## Education Health Care Plans

If, after significant input from the school/outside agencies, the pupil is still not making the expected progress, the school will consider applying for an Educational Health Care Plan (EHCP). This is a statutory process designed to assess and support very significant SEND.



Information on this process in Harrow can be found at:

<https://www.harrow.gov.uk/schools-learning/sen-assessment-review-service-senars/2>

To progress the application the school needs to provide detailed evidence that the pupil has significant, complex and lifelong needs. Parents will be fully consulted and informed of the process and invited to submit their own detailed knowledge of their child.

For support in this process parents can contact Harrow SENDIASS, who can provide advice and support regarding the assessment. <https://www.family-action.org.uk/what-we-do/children-families/send/harrowsendias/>

## Supporting Pupil's with Medical Needs/Physical Needs

If a pupil has a medical need that may have an impact on their school day or needs to be managed within school hours, our first aiders will support them, in conjunction with their class teacher. The school day will be adapted to their medical needs and any school trip will take their condition into account. If a child is registered disabled, the school will comply with all duties under the Equality act (2010). In line with our commitment to Inclusion, any child with a medical need or disability will have their individual needs fully met, whether in school or whilst taking part in an outside learning experience.

The school will make reasonable adjustments to ensure a pupil can access the curriculum. All classrooms and wider facilities are on the ground floor of our modern, purpose built school and there is level wheelchair access to all ground floor classrooms, facilities and the vast majority of outside areas. There is a lift for access to adult spaces situated on the first floor.

The school will liaise closely with specialist services to support children with medical needs and ensure full access to all aspects of the curriculum; including:

- Hearing Impairment Advisory teacher
- Visual Impairment Advisory teacher
- Autism Advisory teacher
- School Nurse Service
- Medical specialists, such as Paediatricians, specialist nurses and hospital teams

We recognise that some pupils who have medical needs, may also have SEND and may have an EHC plan which brings together their education, health and social care needs.

## Admission and Induction Arrangements for Children with SEND (Including those with Education Health Care Plans and Care Plans)

We welcome children with SEND into our school.

The Local Authority's SEND department informs us when parents/carers of a pupil with an existing EHC Plan have applied for a place at our school. (Requests for admission for children with SEND, but who do not have an EHC plan, are dealt with using the Local Authority admission criteria for allocating places for all children.)

Our school induction arrangements for children with SEND include:

- The SENDCO gathering information from the parents and outside agencies actively involved with the child
- The SENDCO making appropriate individual admission arrangements for the pupil. These may include visiting the child in their previous school, providing the pupil with visual information about our school, and arranging for the pupil to visit the school prior to starting
- Close observation and support from the class teacher, phase leader, Inclusion Manager and the SENDCO
- Buddy systems/Peer Mediators.

We are committed to working in partnership with parents to ensure a smooth start to their child's time with us. Each child will be considered on a case by case basis, in consultation with parents and any other agencies involved.

## How we fund our SEND Provision

The school receives funding for pupils with SEND from the Local Authority, based on factors such as the percentage of pupils receiving free school meals and the general level of attainment in the school. In addition, the school is committed to using its general budget to support pupils at the SEND support stage. The Department for Education expects schools to provide up to £6000 per school year from the existing school budget for each pupil at the SEND Support stage of the SEND register.

When a pupil has significant and/or complex needs which require specialist individualised support, school or parents can request a Statutory Assessment of Need that may require an Education Health and Care Plan, which can provide an element of additional funding to support an individual with SEND.

## Exam Access Arrangements for Pupils with SEND

Pupils with SEND may be entitled to some of the following support during exams. Support may be determined by written advice from external professionals, such as an Educational Psychologist. The school's exams officer/Principal makes the final decision in this matter based on the published guidance from the Department of Education and individual exam boards. Support can include:

- Scribe
- Reader
- Enlarged text
- Additional time
- Movement/rest breaks.
- Written or oral translations.
- Photocopying test paper onto coloured paper or coloured overlays for dyslexic pupils.
- Prompter for pupils with severe and diagnosed attention problems.

## Staff Training on SEND

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and non-teaching staff will need regular training on aspects of special needs and inclusion in order to keep up to date with good practice and support all pupils to achieve their best.

Actions undertaken include:

- Keeping training needs under review and building these into our Continuing Professional Development (CPD) cycle.
- All staff discuss their individual training needs at Performance Management review meetings annually.
- The SENDCO and Inclusion Manager meet regularly with Learning Support Assistants.
- Regular SEND training sessions for all staff.

- The SENDCO is available for informal discussions during the school day.
- The school regularly sends staff on Local Authority and external training, balancing the current needs as well as more long-term requirements and the need to build capacity.
- At times, we also have whole school training on particular issues and we invite members of the Local Authority into school to provide training and support to staff. Staff can request to attend training at any time.

Recent training includes:

- Working Memory and Dyslexia
- Colourful semantics
- Multi-sensory spelling
- Attention Autism
- Strategies for working with children with ASD
- Lego Therapy and Social and Emotional Interventions
- Identification of Speech and Language Needs
- Differentiation and Quality First Teaching
- Working in partnership with parents
- Applying for EHC plans
- Precision teaching
- Monitoring the impact of Interventions

## Transition

When transitioning to Key Stage 3 (KS3 is the first 3 years of High School), all vulnerable pupils are discussed with the Secondary Schools that they will transfer to. When Statemented/EHCP pupils transfer to Secondary school, the KS3 SENDCO from the new school will be invited to attend the final Annual Review with us.

We contact the KS3 SENDCO at all schools to arrange pupil visits to their new setting and facilitate parent meetings with staff from the new school.

As part of the transition process the SENDCO will also invite secondary school professionals to our setting to meet any vulnerable pupils.

When a pupil transfers to another primary school we securely pass on the SEND records.

Additional support for individual children will be provided as necessary and discussed with parents, in order to ensure a smooth transition, eg use of a social story, clarifying travel training support available locally.

## Transitioning Between Year Groups

There are a number of measures in place that support a smooth transfer of all pupils to the next school year. In addition to these, we have the following measures for pupils with SEND:

- The SENDCO ensures that all records are passed to the next Class Teacher
- At the hand-over meeting in the summer term the current Class Teacher shares detailed information with the new Class Teacher using an Inclusion check list.
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support.
- Use of social stories for within school transitions/change of teacher or TA etc throughout the year (especially for children who work one-to-one with adults).

## Roles and Responsibilities of the SENDCO

The SENDCO has an important role to play alongside the Principal, Assistant Principal/Inclusion Lead and the Avanti Trust Body, in determining the strategic development of SEN policy and provision in the school.

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCO is aware of the provision in the Local Offer and is able to work with external professionals to ensure that pupils with SEND receive appropriate support and quality first teaching.

The key responsibilities of the SENDCO are:

- overseeing the day-to-day operation of the school's SEND policy

- coordinating provision for pupils with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents /carers are informed about options and that a smooth transition is planned
- working with the Principal and School Stakeholder Committee (SSC) to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- The SENDCO aims to meet parents/carers at the earliest opportunity when requested in order to provide advice and support.

## Roles and Responsibilities of the SEND SSC Member

The role of the SEND SSC Member is to champion the issues of SEND within the School Stakeholder Committee and liaise with the school's SENDCO to ensure that effective practice is taking place.

We review our SEND policy annually and report on our successes and plans for improvement to the SSC, SLT and parents/carers.

## Confidentiality

The school respects all pupil's rights to privacy and is fully compliant with GDPR requirements.

Documents regarding pupils SEND needs are stored under lock and key in the SENDCO's office. Documents are transferred securely when a pupil moves to a new school. Documents that are no longer needed are shredded on the school premises.

## Dealing with Complaints

At Krishna Avanti Primary School, we try to work closely with parents/carers to resolve any concerns informally if possible. On the rare occasion that an issue cannot be resolved to the parents/carers satisfaction, then the formal complaint procedures should be followed.

Please see our Complaints Policy on the school website.

Harrow SENDIASS can also be contacted. They provide independent, confidential advice to the parents/carers of children who have Special Educational Needs.

## Safeguarding our SEND pupils

At Krishna Avanti Primary School we take the safeguarding of our pupils very seriously. Any safeguarding concerns will be dealt with by the Designated Safeguarding team; Alisha Patel, Luisa Nielsen and Shriti Bellare.

As a school we promote inclusion and strive to provide pupils with a safe and nurturing environment. The whole school ethos promotes positive relationships, kindness and respect. These values are reinforced during assembly times and through the PSHE curriculum.

We have talking support in place for vulnerable pupils such as via referral to Harrow Horizons, Counterpoise and approachable staff in school.

## Inclusion (Non-SEND)

At Krishna Avanti Primary School we believe that good practice in supporting children with SEND will benefit all pupils. The curriculum is differentiated for all needs so that barriers for learning are overcome. Our Assessment Cycle supports every pupil and they all have individual targets that they have been involved in formulating. We understand that a pupil has varying needs that may change over time. Our Pupil Progress meetings and tracking of data,

provides an opportunity to identify any pupils that are not performing to their expected level or are not making the progress that they should be.

The Inclusion Lead coordinates and evaluates provision for Looked after Children, More Able children, Pupil Premium and EAL to ensure quality of provision and that assessment of these pupils is appropriate to their needs. They will provide guidance and support in setting personalised targets for these individuals. Monitoring of progress will be undertaken during the termly assessment cycle. An annual analysis will be carried out to predict any trends and put in any extra support that is needed.

## Looked After Children

Children who are looked after by the Local Authority (in foster care) have a Personal Education Plan, which is reviewed regularly with Family Services, foster carers and all those involved with the child. Social and academic achievement of Looked After Children is closely tracked and early intervention implemented to meet needs.

## More Able

The DfE guidance recommends that the More Able pupil cohort comprises of about 5% - 10% of pupils within the school. The school's aim is to ensure suitable provision for this group of learners in whichever areas they show ability. The provision will be an integral part of teaching and learning within a culture which is both challenging and enriching.

Within this cohort there will be pupils who are:

- gifted or have academic ability in one or more subjects in the statutory curriculum other than PE and the creative arts
- talented – ability in PE or the creative arts
- skilled in a range of subjects both in and out of the school arena

At Krishna Avanti Primary School, we are aware that children develop at different rates and that potential is never fixed. Our systems and judgements need to be flexible in response to these beliefs.

A wide range of identification strategies are used and we work together with parents/carers to maximise achievement.



## Pupil Premium (PP)

Pupil premium funding is provided for pupils who receive Free School Meals to ensure attainment of pupils who may be disadvantaged, helping to close the gap between them and their peers.

It can be used to fund/partially fund afterschool clubs, educational trips, Learning Support Assistants. Although the funding does not need to be spent directly on the pupil, the pupil should benefit from the action taken. These are some examples of how we spend our funding:

- Subsidised school trips/workshops/events.
- Subsidised afterschool clubs.
- Subsidised music lessons.
- Subsidised one to one school tuition.
- Free lunch time or after school clubs

The school will track and monitor the progress of PP Pupils and the impact any activity may have on the pupil.

## English as an Additional Language (EAL)

The school provides an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its pupils.

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured by a whole school approach.

This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

Where appropriate EAL pupils have access to small group and 1:1 support from a highly trained Learning Support Assistant. Their progress is tracked using both national curriculum levels as well as EAL levels.