



SEND Information Report



Krishna Avanti Primary School

2020/2021

Welcome to our SEND Information Report which is part of the Leicester City Local Offer for learners with Special Educational Needs and Disabilities (SEND). This information report is written in conjunction with the SEND Policy.

If your child has special educational needs (SEN) and/or a disability and you would like to know more about what we offer at Krishna Avanti Primary School, please contact the SENCo, Mrs Carrillo through the school office on 0116 2419880 or via the [contact form on the school website by clicking here](#).

What is the 'Local Offer'?

The Children and Families Bill came into action in 2014. **Local Authorities** are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. This is the '**Local Offer**'.

See more by clicking <https://families.leicester.gov.uk/send-local-offer/>

1. What should I do if I think my child has additional needs?

If, at any time you have a concern about your child needing additional help, you should initially contact your child's class teacher who may suggest a course of action to be taken or have a conversation with the SENCo, if appropriate (Mrs Carrillo).

2. How does Krishna Primary School know if a child needs extra help?

We use data from Early Years, Key Stage 1 and 2. We further aim to assess each child's current stage of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during pre-school education. If the child already has an identified special educational need, this information will be transferred during transition meetings between the pre-school setting, outside agencies involved and parents/carers. The SENCo and the class teacher will use this information to identify provision within the school to cater for individual needs by:

- assessing and identifying areas of concern for an individual
- planning and implementing appropriate provision to support the child as set out in the School Offer
- reviewing the provision and identifying whether a child needs to be placed on the SEND register
- ensure ongoing observation and assessment form the basis for planning the next steps of the child's learning and
- involve parents in implementing a joint learning approach in school and at home.

Teachers will use their own professional judgement to make informed decisions about any children they consider to be performing at a level significantly different to that of their peers. The school's system for observing and assessing the progress of children will provide information about areas where a child is not progressing satisfactorily alongside their peers, class teachers will complete a SEND initial concerns referral form stating areas of need and strategies and provision used beyond Quality First Teaching.

3. How do you decide how to support my child and how is the decision made about how much support they will receive?

To help children who have SEND, school adopts a graduated response that recognises that there is a continuum of support where increasing specialist expertise may be sought about the difficulties that a child may be experiencing.

4. How do you know if my child is making progress?

The school holds regular Pupil Progress Meetings which tracks children's achievements and highlighting those whose progress is less than expected. Expected progress for children with SEND may be defined as progress which:

- closes the attainment gap between the child and their peers

- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum and demonstrates an improvement in self-help, social or personal skills.

At whatever stage any child at Krishna Avanti Primary School is working at, the school continues to monitor and track their progress and where needed, implement a programme of support.

5. How does Krishna Avanti Primary School let parents know how well their child is doing and how will you help to support learning?

Krishna Avanti Primary School's aim is to provide a service for parents to enable them to play a more active and informed role in their child's education. We believe that such a partnership is key in enabling children with SEN to achieve their potential. The school will always tell parents when their child is receiving help for their SEN through a meeting arranged by the class teacher or SENCO. The school will provide information about the LA support services for parents with pupils with SEN.

SENDIASS Leicester is an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0 to 25 years old with special educational needs or disabilities (SEND) as well as young people themselves. (www.sendiassleicester.org.uk)

6. How will the school staff supported my child and how will the curriculum be matched to my child's needs?

At Krishna Avanti Primary School we are mindful of Leicester City Council's strategy: [Leicester's strategy for supporting children with SEN and Disabilities](#); and [The Local Offer](#) which outlines the key ways in which pupils should be supported in class. This includes:

- Quality First Teaching
 - High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. We believe that all children learn best with the rest of their class. Our aim is for children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not by a Teaching Assistant (TA).
- Differentiation with adult support
 - Some children and young people need educational provision that is additional to, or different from, Quality First Teaching i.e., Special Educational Provision. When allocating provision, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.
- Provision

- The school has a range of provisions available. When considering provision, we look first at the child's profile of learning in order that we can select the provision which is best matched to meeting the child's needs.
 - Targets for children are deliberately challenging in the attempt to close the attainment gap, so are closely monitored closely by both the class teacher (who monitors progress towards the targets during the provision) and by the SENCo who monitors overall progress after the intervention.
- Recording provision

School keeps a variety of records for all children, including those with SEND. These may include:

- Support Plan
- Medical Care Plan

7. How will my child be included in activities outside the classroom as well as school trips?

As a school we very much promote learning through first-hand experiences. This often takes the form of learning outside, in the school grounds but also includes off-site visits. Where a pupil has additional needs, consideration is given so that all pupils access the same experiences. Joint planning usually enables a child to participate in the same way as the rest of the class. We have a range of after school clubs and make provision for all children to take part.

Risk assessments are carried out and procedures are put in place to enable all children to participate. In some cases, a health and safety risk assessment suggests that an intensive level of support is required; therefore additional adults to accompany the pupil. We will ensure the venue will be suitable and meet the needs of all pupils before attending the trip. However, if there are additional concerns, then a discussion with the parents will take place to look for the best possible ways to ensure the child can participate in the visit.

8. What support is there for my child's overall well-being?

The school ethos provides supports for children's social and emotional wellbeing and is undertaken by experienced and qualified adults. Regular review/discussions take place to look at the best way to support children and their families and evaluate the impact of initiatives.

9. What training is in place for staff supporting children with SEND?

Our SENCo is trained to support the education of children with additional needs and she regularly attends professional development courses. We make sure that those who deliver provision or who work closely with children with SEND receive the necessary training to meet needs effectively.

Training includes:

- Social Stories

- Play Interaction
- 'Fun Time' Visual Systems
- Colourful Semantics

Staff who work with children with medical needs, receive training on the specific medical needs and the administering of medication and meetings with professionals support the completion of Care Plans.

11. What services are available through school?

The school is able to access specialist help and additional expertise from the Local Authority . This includes support from education, health and social care professionals such as:

- LA Vision/Hearing Support Team
- Early Years Support Team
- Learning, Communication and Interaction Team
- Social, Emotional and Mental Health Team
- Local Special Schools
- Social Services
- Link School Nurse and other health professionals
- Bereavement Services
- Speech and Language Therapy Service
- Education Psychologist
- Education Welfare Officer
- CAMHS (Child and Adolescent Mental health Service)
- School Nurse
- Medical support services including physiotherapy, occupational therapy etc
- Children's, Young People and Families Centres

If parents are seeking additional support and services for their child, the SENCo has access to a number of organisations which may be helpful.

12. How accessible is the school, indoors and outdoors?

We recognise the rights of children, under the Equality Act, 2010, who have a wide range of needs and requirements. However, not all children who are defined as having any disability will have special educational needs.

We will take reasonable steps to ensure that children with a disability or prospective pupils with a disability are not placed at any disadvantage compared to their non-disabled peers. Considering the broad range of needs and requirements of children, current and future, is anticipatory and we will review our practices and procedures on an on-going basis.

The Equality Act, 2010 has introduced planning duties for schools to draw up accessibility plans (see Accessibility Policy) to improve access over time. We recognise this duty and our plans will state improvements in access to the curriculum, improvements in the provision of information in a range of formats for disabled pupils, physical access to the school and staff training.

13. How are parents involved in the school? How can I get involved?

Parents are invited to be actively involved in supporting their child, through Parents' Evenings; through dialogue with the SENCo, class teacher and key individuals who are working with children on a regular basis. We also hold open mornings in Foundation Two where parents can get involved in their child's learning. There are also regular Coffee Mornings, Parents' Days and Zoom meetings. If you would like to join a group of parents who are keen and have the time to help in various ways, let us know by completing a short form to join the [Friends of our School \(FORS\)](#).

14. How do you help when my child moves on?

On entry:

- The school has Open Days for parents
- Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Small group visits to school are arranged for the children and parents at the start of the year.
- Where concerns are made, the SENCo and Foundation Two Lead will visit the setting and observe the child to prepare an appropriate action plan before commencing school.

Leavers (usually Year 6)

When a child is ready to move schools the SENCo from both schools have a conversation to plan for children with additional needs. A Person Centred Review meeting takes place for children for whom this change may potentially be difficult. Secondary schools differ in their styles of transition, but may include a series of 'taster sessions' during the school day, or special days to help familiarise pupils with the many new aspects of school they are likely to experience. All school records are sent to the destination school in the new term.

15. How accessible is the school environment? What facilities or equipment are available?

Krishna Avanti Primary School is on ground level for all but Years 5 and 6. Corridors are wide and there are a number of easy access toilets on all floors. Where and when appropriate, we make changes to the environment or building that are feasible for children with physical or other sensory disabilities following the guidance given by the relevant external agency that is working with the young person and family.

All classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc... This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

16. What should I do if I have a concern?

If ever there are queries, concerns or issues to raise, the first point of contact should be your child's teacher. If there is not a satisfactory solution there, please use the [contact form on the school website by clicking here](#).

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.