SEND Information Report

Krishna Avanti Primary School

2022/2023

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.

Children's SEND are generally thought of in the following four broad areas of need and support – see SEND Code of Practice (2015) Chapter 6, paragraph 6.28 onwards, for a fuller explanation:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with

mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf-blind children and young people is available through the Social Care for Deaf-blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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.

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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 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)

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

At Krishna Avanti Primary School we are following BERA framework. This framework is a guide to mainstream inclusive provision and practice, it ensures that all children and young people with SEND have the right provision at school and receive an education that values and upholds inclusion.

Quality First Teaching

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. It will include strategies identified in local authority's BERA document including some or all of the following strategies:

- Ensuring teachers' handwriting is legible and worksheets• Pupils accessing the curriculum through differentiated tasks, outcomes and resources.
- The use of multi-sensory techniques to facilitate learning.
- Providing learning materials that are dyslexia friendly.
- Giving no more than two instructions at a time. Asking pupils to repeat instructions.

Repeating until s/he can repeat them back.

- Allowing more time for tasks such as getting out books, getting started, completing work.

This includes practical tasks.

- Teaching unfamiliar subject words.
- Helping pupils with study skills such as skimming, scanning, selecting key words.

are typed in a dyslexia friendly font with thought about layout so that key points are emphasized and sheets do not cover too much information at one time.

- Where pupils have difficulties with spellings, marking written work on content, including for example where letters or numerals are correct but written backwards, encouraging the use of a wide vocabulary.
- Correcting only a few errors and not covering work in ink or green highlighting pen.
- Teaching the spelling of subject specific words so as not to overload pupils.
- Giving pupils a list of subject specific words to be stuck onto their table/ into their exercise books/ vocabulary books for reference.
- Having lists of subject specific words on display in teaching rooms.
- Allowing the pupils to read work back to you if you cannot read it.
- Encouraging legible handwriting but not expecting it to change quickly.
- Not asking for work to be written out again unless it is much worse than usual.
- Giving more time, or photocopying notes from another pupil or a 'parallel' book kept by a Teaching Assistant.
- Accepting less written work and encouraging alternatives to handwritten work to demonstrate learning.

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).

<u>Differentiation with adult support</u>

- 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.

<u>Provision</u>

- 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.

Examples of such interventions used at Krishna Avanti Primary School are:

- Fun Time and Play Interaction to support pupils with interaction and communication difficulties

- Nuffield Early Language Intervention (NELI) to support language learning in the Early Years Foundation Stage

- Language for Thinking to support pupils' acquisition of language in Key Stage 1

- Word Aware- to support pupils' vocabulary development

- Colourful Semantics to support pupils' spoken grammar and sentence structure in speech and in writing

- Phonological Awarness to support pupils who need to develop their phonological awareness or to catch up in their learning of phonics

- Nessy program that supports reading and spelling

<u>Recording provision</u>

School keeps a variety of records for all children, including those with SEND.

Where pupils have individual targets on learning plans, these are reviewed using an online program called Provision Map. At the review, progress towards these targets is measured on the following scale:

-2 = well below expected progress
-1 = less than expected progress
0 = expected progress
+1 = more than expected progress
+2 = significantly above expected progress

The SENCO is then able to evaluate how effective the school has been in meeting targets on individual learning plans.

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6. 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.

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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.

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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:

- Play Interaction
- ‘Fun Time’
- TEACCH Visual Systems
- Colourful Semantics
- ‘Making sense of Autism’
- ‘Lego Therapy’
- Restorative practice
- ELSA – Emotional Literacy Support Assistant
- ADHD Solutions 1:1 coaching

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.

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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.

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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…AThis 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.