

South Avenue Primary School



SEND Information Report

Approved by:

Miss Cadwallader (Head of School)
Mr Savva (SENDCo)

Date: January 2023

Last reviewed on:

January 2023

Next review due by:

January 2024

Note: The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy which is available on our website.

1. How does the school know if children/young people need extra help?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork, socially or developmentally.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will organise intervention for the pupil to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

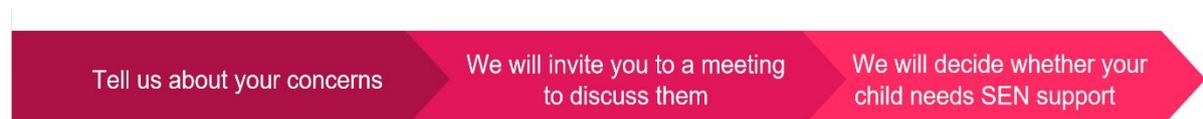
If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's class teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

2. What should I do if I think my child may have special educational needs?



<p>If you think your child might have SEN, the first person you should tell is your child's class teacher. They will pass the message on to our SENDCO, Mr Savva, who will be in touch to discuss your concerns.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.</p>	<p>If we decide that your child needs SEN support, we will inform you of our decision and your child will be added to the school's SEN register.</p>
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3. How will school staff support my child?

Your child may receive daily support within English and Maths to help them secure their knowledge and help to increase their progress. They may receive group or 1:1 intervention, developed to address their needs. They will be monitored regularly, and interventions will be reviewed to ensure that they are having the appropriate impact on your child. Your child may receive support during other times of the school day to help them with their needs. In some cases, children may require additional adult

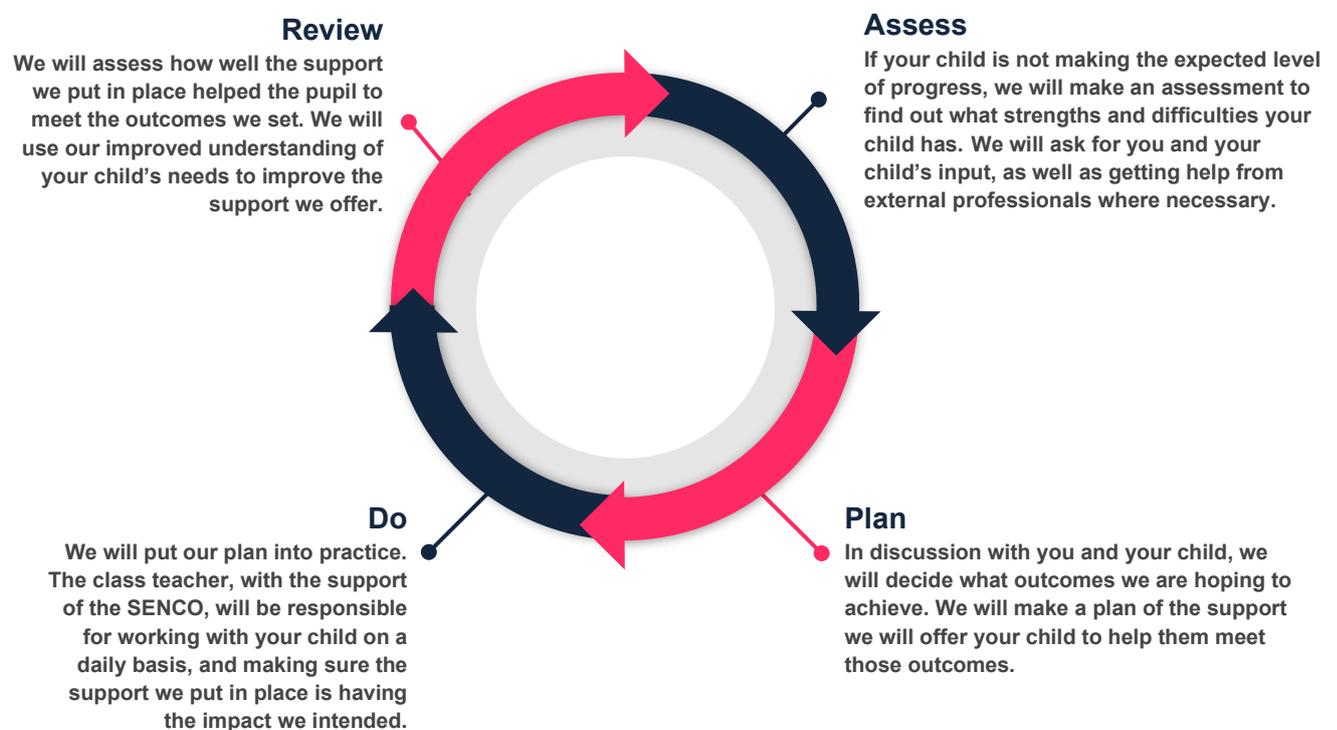
support outside of the usual class staff, such as the SEN TA or members of the Wellbeing Team. In some cases, a child with SEND may receive this support on a daily basis.

4. How will I know how my child is doing?

You will be given the opportunity to meet with the class teacher two times a year, including a written report at the end of the year. During these meetings you will be given an update on your child's progress and be informed on the interventions used and the impact they have had on your child. If your child has an Educational Health Care Plan (EHCP), then additional meetings will be held throughout the year with you and the class teacher, with the support of the SENDCO, to discuss the progress made towards their targets. In addition, we encourage regular informal communication with the class teacher e.g. at the end of the school day, this can sometimes be in the form of a home-school contact book.

5. How will the learning and development provision be matched to my child's needs?

All teachers use their Quality First Teaching strategies to help them ensure all needs of all children within their class are met. This may include differentiating the work to ensure that they can achieve at their level, providing the correct equipment for your child so that they can access the learning. Alternatively, it may include additional support through interventions. When planning interventions, to ensure that the intervention is addressing your child's needs effectively, we will follow the 'graduated approach'. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. What support will there be for my child's overall wellbeing?

At South Avenue we have a well-being team because we value the importance of all children and adult's wellbeing. Wellbeing interventions, either as groups or for individuals, are implemented for children that need them so that they can access their learning. This may be done through our THRIVE interventions. Thrive helps children and young people feel safe, supported and ready to learn. It is a whole school approach supporting children's emotional development. The Family Liaison Officer (FLO) is also on this team and supports parents where needed. If you have any concerns around the well-being of your child, please ask to speak to Mrs Lofts.

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

At South Avenue we work closely with the Specialist Teaching and Learning Services (STLS). This provides opportunities to gather advice on how best to meet a child's need when we have exhausted all of our usual support mechanisms. STLS will come in and offer advice and guidance on how to support your child and will often endeavour to monitor them termly. We can make referrals and involve NHS Speech and Language Specialists to assist with any speech and language needs. We also have a SEN TA that works within the school that runs SEND related interventions including those focusing on speech and language. We use an Educationalist Psychologist for children when an EHCP may be required. We can also make referrals and involve NHS Occupational Therapists and the Physical Disabilities team within STLS to support children with physical development.

8. What training have the staff, supporting children and young people with SEND, had or are having?

At South Avenue, we identify training needs for both our teachers and support staff. Our SENDCO is in the process of completing the National Award in Special Educational Needs Coordination. Our SENDCO has a master's degree in SEN and Inclusion from the University of Birmingham.

Recent training has covered how to use Comic Strip Conversations to support children with ASD, Colourful Semantics, Social Stories, Makaton, Communication in Print, Lego Therapy, IDL Maths/English Intervention and Zones of Regulation.

9. How will you help me to support my child's learning?

At South Avenue, we will review your child's learning with you at least three times a year. We will share with you what we have been doing for your child and make suggestions on how they can be supported with their learning in school and at home. We will provide resources for you where we can and will include any information shared with us through outside agencies. You can contact your child's class teacher via email if you need to ask any question, or if you prefer, we can arrange a phone call during the day. If you would like to speak to the SENDCO, appointments can be arranged through the office.

10. How will I be involved in discussions about and planning for my child's education?

You will be able to meet with the class teacher and/or the SENDCO as often as you feel you need to, just ask at the office for an appointment. If your child has an EHCP or High Needs Funding (HNF), you will be invited along to review meetings where we discuss your child's progress and decide on the next steps in their progress. If desired, you can bring your child along to these meetings so that they can be involved in the process, particularly when reviewing and setting new targets.

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

All children are considered when planning school trips or when completing activities outside of the classroom. It is the role of the class teacher to ensure that they plan activities that all children can access. This means that adaptations and reasonable adjustments will be made for those children with SEND to ensure that they too can access the learning.

When looking into school trips, the teacher/s leading the trip will visit the site beforehand to ensure that it is suitable for all the children and will discuss any needs with the site. On occasions that it is deemed too unsafe for a child to attend, an alternative may be discussed and organised if appropriate.

12. How accessible is the school environment?

At present South Avenue has an accessible environment for all that attend. We have access ramps to both sites that give wheelchair access and have a disabled toilet situated on the junior site by the entrance. Changes are made to classrooms as needed to ensure that we meet the needs of all children who attend the school. The school works closely with Physical Disability team within STLS to ensure that our school is accessible for all of our pupils.

13. Who can I contact for further information?

You can contact your class teacher to discuss any needs you feel your child may have or ask at the office for a phone call request or a meeting with the SENDCO, Mr Savva.

14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

When joining South Avenue in Reception, meetings and observations are held with the local nurseries where your child may have attended. This enables us to discuss any needs and requirements that might be necessary to support your child entering primary school. Transition mornings/afternoons are held so that your child gets to meet the staff and has a chance to become familiar with the school before their September start.

Prior to transition into KS3, meetings are held with relevant staff from the new school to discuss your child and any support provision. All necessary information is shared with the new school prior to your child starting and additional transition days will be arranged if needed.

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

Resources are purchased across the school to enable all children to access the learning. Each child is individual and as a school we assess what equipment/resources a child may need to access the curriculum.

Sometimes the needs of a child require additional funding, outside of what the school can offer. When this occurs, an application to Kent County Council for HNF can be made. Targets will be set for your child and they will be reviewed regularly throughout the year. Each year, there will be a review of the funding and a discussion around how much is still required.

15. How is the decision made about how much support my child will receive?

Termly meetings are held with the class teacher and members of the Senior Leadership Team (SLT) to discuss your child's progress. Existing interventions and support requirements will be discussed. The teacher and teaching assistant will review the interventions as the term progresses and will make adaptations as needed and report progress to the SLT and parents. If a child continues to make limited or no progress and the gap between them and their peers is more than 2 years, we will look at the possibility of the child joining the school's Golden Intervention. Alternatively, we may recommend that we involve the STLS or look into the possible need for an Educational Health Care Plan (EHCP). These options will be discussed with you alongside any other interventions and their outcomes.

16. What support is in place for looked-after and previously looked-after children with SEND?

Mr Savva is the designated teacher for looked-after children and previously looked-after-children. Mr Savva, who is also the SENDCO, will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personalised Plan (PP). We will make sure that the PP and EHC plans (if applicable) are consistent and complement one another.

17. How can I find information about the Local Authority's Offer of services and provision for children and young people with special educational needs and disability?

SEND Information HUB is Kent's Local Offer. You can use this as a base to find information, support and services for children from 0-25 with special educational needs and disabilities and their families.

You can find more information on their website: <http://www.kent.gov.uk/education-and-children/special-educational-needs>

18. What should I do if I have a complain about my child's SEND support?

Complaints about the SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Suspension or Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Our local special educational needs and disabilities information advice and support services (SENDIASS) in Kent can be found in this link, <https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/kent>

Below, you can find some local charities and voluntary organisations that offer information and support to families of children with SEND.

Parent support groups

In Kent there are a number of voluntary organisations, support groups and advice charities active that can help you, often for free.

- [Contact](#) - find parent groups for children and young people with the same SEND needs near you.
- [For us Too](#) - Canterbury, Swale and Thanet
- [Includes Us 2](#) - Ashford, Dover and Shepway
- [Space 2 Be Me](#) - Maidstone, Tonbridge and Malling and Tunbridge Wells
- [We are Beams](#) - Dartford, Gravesham and Sevenoaks.

Parent support services

- [Kent Resilience Hub resources](#) - a wide range of resources to support your child growing up into adulthood and understanding their behaviour.
- [Short breaks](#) - short breaks are positive, fun activities for disabled children and young people (0 to 18) to take part in. They can be anything from a couple of hours at an after-school activity or weekend club to an overnight stay for those with more profound needs.
- [Support for carers](#) - help and support for those who regularly care for another person in Kent.

Independent impartial parent support

- [Kent Parent and Carer Together](#) (PACT) - is the parent carer forum for parents of children and young people with disabilities. Join their forum to help get your voice heard and meet other parents.
- [Information, Advice and Support Kent](#) (IASK) - a free, confidential and impartial service based in Kent to support you and your family. IASK also offer parent workshops and local events.

For more information, visit Kent's Local Offer. You can find more information on their website: <http://www.kent.gov.uk/education-and-children/special-educational-needs>

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

20. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan or EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local Offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs and disabilities co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SEND support** – special educational provision which meets the needs of pupils with SEND

› **Transition** – when a pupil moves between years, phases, schools or institutions or life stages