



Special Educational Needs/ Disability Information 2020-2021

Introduction:

At Avenue Primary School we believe that all our pupils have the right to an education which is appropriate to them as individuals. Every child should have equal opportunities and entitlement and, as far as possible, it is our aim to minimise the difficulties that pupils may experience with their learning. We aim to achieve this by ensuring regular review of our practices, provision and curriculum.

Our Approach:

We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We endeavor to secure special educational provision for pupils for whom this is required, that is **ADDITIONAL TO and DIFFERENT FROM** that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

The Headteacher has overall responsibility for the management of SEND provision and the Accessibility Plan. She works closely with the School's Assistant Head teacher who is responsible for Inclusion and will ensure that the Governing Body is fully informed regarding the implementation of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. The Head teacher will ensure that significant professionals within the School participate in training to help them to meet the objectives of this policy.

The Inclusion Team

SEND Leader: Ms Michaels (Assistant Headteacher of Inclusion)

SENCO: Ms Hutson and Mrs Dunn both work part time and are the equivalent of one senco. Mrs Shan Ali is full time Senco.

The Inclusion Team are responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary.

They will liaise with parents and relevant outside agencies including medical and Psychology Services. They will attend and cascade appropriate in- service training in order to meet new developments with policy and practice. They will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use.

The Inclusion Team will also be responsible for overseeing the maintenance of the Special Needs Register.

Whole school, Phase, Year Group, SLT and/or bespoke individualized training is continuously available from internal and external providers. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be secured.

Special Needs Provision at Avenue Primary School

What are Special Needs?

We refer to the term '*Special Educational Needs*' if a child:

- Has significantly greater difficulty in learning than the majority of children of his or her chronological age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools, within the Local Authority concerned, for children of a similar age.

What provision is made for pupils with identified Special needs/ disabilities?

We refer to the term Special Educational Needs if a child has needs that are

ADDITIONAL TO and DIFFERENT FROM that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

How are pupils assessed and identified?

Assessment and Identification is an ongoing core process throughout the whole school. All pupils are monitored to make sure that they are making adequate progress against national age related expectations.

Adequate progress is:

Closing the attainment gap by

- Preventing the gap widening
- Ensuring that the pupil has full access to the curriculum
- Ensuring progress can be demonstrate via an improvement in self-help skills, social or personal skills
- Ensuring progress can be demonstrated via the improvement of the pupil's behaviour or emotional health and wellbeing allowing them to be more receptive to learning.

At Avenue we promote the graduated response to assessing, identifying and providing for our SEND pupils needs. A significant feature of SEND support is the collection of all known information about the pupils and those, in regular daily contact with the pupil, should attempt to deal with the concerns raised. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

Children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

If a child fails to make expected progress the next stage is to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice. Following assessment and staff consultation, a child's special needs are identified and the needs are recorded on the school's SEND register.

Targets and strategies are devised in collaboration with the child and the class teacher. These Targets are shared with parents, who are asked to contribute to this.

Teachers are supported by specialists from outside school who meet with parents and school staff for Review Meetings at least annually, in addition to parental/ carer meetings.

Working with External / Outside Agencies:

The Assistant Head teacher for Inclusion will oversee and liaise with health services, social care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol as outlined by Health and Education. The Assistant Head teacher for Inclusion will ensure that staff have the relevant training and that there are procedure in place to support pupils.

Provision:

Class Teachers have responsibility for enabling all pupils to learn.

To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress

This may also include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with Learning Support Staff or other interventions
- Extra adult time to devise/administer the nature of the planned intervention and also

to monitor its effectiveness.

- Staff development and training to introduce more effective strategies.
- **Support staff:**
 - Focusing on supporting pupils' learning (with guidance)
 - Delivering one-to-one or small group interventions
 - Differentiating activities
 - Working with a small group of pupils as part of a lesson design, this is done discreetly and as part of classroom practice so that pupils are not overwhelmed

Intervention:

Intervention is carried out by the school and is additional to or different from the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments within the physical environment
- Making reasonable adjustments to routines
- Support Staff, supporting learning in the classroom
- A more focused level of support in a small group or 1-2-1 withdrawn from the class

Organisation of Support:

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated.

The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually.

We also provide provision for small groups of children; this allows us to provide greater differentiation with more quality support.

Pastoral and learning support is enhanced by our Learning Mentors, before and after school activities and groups designed to enhance pupil's self-esteem.

Sensory and Soft Play Rooms:

We aim to provide an area of relaxation which is vital for children's emotional health, a place where they can rest and become interested in their environment. Some will simply lie down and enjoy the room while for others they will engage in the more interactive areas.

During sensory sessions we encourage hand and eye coordination, and the development of social and language skills. An overactive child or distressed child can be comforted and calmed, an inactive child become engaged. Our sensory rooms are particularly useful for children with sight or hearing problems or for children with varying degrees of attention deficiency disorders.

Educational Psychologist Provision:

Our Educational Psychologist service provides guidance and support to Avenue Primary

Pupils on a range of issues including special educational needs. He works with parents, carers and practitioners to identify and supports the special educational needs and disabilities of individual children both at home and school. This work is supported by an Assistant Psychologist who supports training of LSAs, individual work with pupils and provides targeted interventions for groups of pupils.

Speech and Language Therapy:

Bought in services such as Speech therapists identify specific language barriers and needs within speech and language specifically in the Early Years Foundation Stage. They also provide programmes and support packages to our School speech and language therapy assistants. Early identification means that these language delays are minimized and have less impact on the child's overall learning. Statutory Speech and Language Therapists are also used as a core service for pupils higher up the school

Working with External / Outside Agencies:

The Assistant Head teacher for Inclusion will oversee and liaise with health services, social care and other relevant professionals working with pupils in the school. Health care planning will follow the protocol as outlined by Health and Education. The Assistant Head teacher for Inclusion will ensure that Staff have relevant training and that there are procedures in place to support pupils.

The external specialist may:

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching Staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that a statutory assessment is advisable
- Consult with all parties involved with the child

Statutory Assessment: Education, Health and Care Plan (EHC Plan)

When a child is demonstrating significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place; statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration.

The Local Authority will need to have information about the child's progress over time as well as :

- Documentation in relation to their special educational need/ disability
- Details of action taken by the school to meet the child's special educational need/ disability

- Particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- Individual targets for the child
- Records of regular reviews and their outcomes
- Health reports, including medical history where relevant
- Records of progress compiled by the teachers
- Educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- Reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all agencies that have involvement with the child.

If the Provision Panel agrees there is a need for an 'Education Health Care Plan, the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Transferring Statements to Education Health Care Plans (EHC Plans) :

The legal procedure of when a child requires an EHC Plan remains the same as that for a statement.

It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHC Plan. No child should lose their Statement and not have it replaced with an EHC Plan simply because the system is changing.

The transition period for transfer to EHC Plans has been extended to 2018.

Recording:

Records are kept on each child and are stored in the Inclusion Office. All class teachers have their own Inclusion folder with relevant information regarding SEND pupils within their class.

Medical Care Plans, stored in the Inclusion Office are updated by the school nurse, at least once a year or sooner if required.

General Learning Support and Intervention records are maintained, by Class Teachers and

Learning Support Assistant to track children's progress. The Inclusion Team monitor this process.

Resources:

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning needs. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Partnerships:

The School, will at all times, endeavor to work with parents and carers to foster effective partnerships which will assist in the promoting of positive and high expectations for pupils with SEND.

Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

- Education Psychologist
- Child Development Centre
- Child & Family Consultation Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Complex Needs Team
- Hearing Sensory Support
- Visual Sensory Support
- Language, Communication & Interaction Service.

Transition:

To ensure all staff are aware of pupil's needs, staff from the schools which our pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition.

Secondary staff are encouraged to spend time with the pupils in order to familiarise themselves with the pupil's needs

Local Offer:

The Local offer is available on our school web site <http://www.avenue.newham.sch.uk>

Further Enquires ;

Further enquires or concerns regarding SEND procedure support or provision should be, in the first instance referred to Ms. Michaels. If you wish to make a complaint; then the Headteacher, Mrs. Nazif should be contacted via the School Office.