



# **Kensington Avenue Primary School**

## **SEND Information Report**

Agreed and Approved by	Local Governing Body
Date Approved	November 2022
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Version	2

*Kensington Avenue is a primary school with a nursery class and an Enhanced Learning Provision for children on the Autistic Spectrum Disorders, within the Manor Trust Academy.*

*This SEND Information Report is a key document to support inclusive practice at Kensington Avenue Primary School. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community. It was developed by using statutory guidance, support from local authorities and through consultation with staff, school leaders and governors. It complies with the statutory requirements and guidance set out in relevant legislation and documents.*

## 1. Aims

Our SEND policy and information report aims to:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability, so that they have good access to the curriculum and wider school learning environment.
- To work in close partnership with parents, local authorities and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued profession development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.

## 2. Legislation and guidance

This information report and the school's SEND policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities;
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report .

This policy also complies with our funding agreement and articles of association.

## 3. The Enhanced Learning Provision

We provide places for children with diagnosis of an Autistic Spectrum Disorder on behalf of Croydon LA. All the children who attend the ELP have an Education Health and Care Plan and admission is **only** through the Croydon SEND panel. Children who attend the ELP will be taught in small groups with a higher adult to pupil ratio. Whenever possible, children will access the mainstream curriculum with support.

While the admission process is different and the children in the ELP may experience a modified curriculum they are an integral part of the school and we have the same high expectations for them.

## 4. What does the SEND information report cover?

### Q1. What kinds of SEND are provided for?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Speech and Language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD)
- Social, emotional and mental health well being
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
- Medical needs for example, Epilepsy, Sickle Cell, Asthma. We have a separate Medical Needs policy for this category of need.
- Moderate/severe/profound and multiple learning difficulties

### Q2. How are pupils with SEND needs identified?

At different times in a child's school life, a child may have a special educational need/s. The Code of Practice defines SEND (Special Educational Needs and Disabilities) as follows:

"A child or a young person has SEND, if he/she has a learning difficulty or a disability which calls for special education provision to be made for him/ her. A child of a compulsory school age or a young person has a learning difficulty, if he/ she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in the mainstream school or mainstream post-16 institutions".

Where a pupil's progress is significantly slower than that of his/her peers, or he/she fails to match the previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as teachers' knowledge and assessments.

There can be many reasons for a child "falling behind". These may include absences, attending different schools, difficulties with speaking English or worries that distract them from learning. The school understands that the children who experience these barriers are vulnerable. This does not mean that *all* vulnerable learners have SEND.

Before deciding that a pupil requires additional SEND support, the Inclusion leader and class teacher will review current arrangements to meet the child's needs, within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

### Q3. How do you consult and involve pupils and parents?

Teacher/ pupil conferences and parent/ carer meetings give opportunities for identifying concerns and whether there is a possibility that the child may benefit from extra support in the first instance. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The specific concerns that have been raised
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support and therefore will be placed on the SEND register.

If parents and carers have concerns they are encouraged to raise them with their child's class teacher as early as possible, if this falls outside of the parents' meeting cycles an extra meeting can be held to do this. Alternatively, you can contact the School Office to leave a message.

**The class teacher is responsible for:**

- Checking the progress of your child, identifying, planning, differentiating and delivering any additional help your child may need, this could be targeted work or additional support.
- They will work with the Inclusion Manager/SENCo to ensure that any additional needs are recorded and can be monitored.
- Writing Pupil Progress Targets for all children, sharing and reviewing these, termly with pupils and parents.
- Preparing an Individual Learning Plan (ILP) for those on the SEND register, sharing and reviewing these, termly with pupils and parents.
- Ensuring that the school's SEND Policy is followed.

The class teacher can be contacted via the School Office on **020 8764 2923** to make an appointment.

**The Inclusion Team, including SENCO are responsible for:**

- Developing and reviewing the school's SEND policy.
- Co-ordinating support for children with SEND, this will involve meeting with teachers to support the drafting of the ILP and ensuring that all relevant strategies and agencies are involved as well as processing requests for EHCPs/ additional resources.
- Ensuring that evidence based specific therapies, strategies and resources are in place to support individual needs.
- Working with class teachers to identify need, and the use of specific assessments, e.g. LUCID and Boxall Profile where relevant
- Ensuring that staff have the knowledge and skills to identify and support SEND, for example by ensuring that teachers have regular CPD.
- Ensuring that parents and carers are kept informed about the support their child is receiving and reviewing how they are progressing.
- Liaising with outside agencies that help to support children with SEND, e.g. Speech and Language Therapy, the Educational Psychology Team.
- Engaging and working with the LA when applying for additional resources including funding; working with LA case managers and the SEND team.
- Supporting the EHCP process, including drafting and reviewing these annually.
- Referrals to outside agencies, e.g. CAMHS, MHST, therapists and social services where appropriate.
- Updating the school's SEND register, ensuring that all SEND needs of the pupils in the school are recorded.
- Collating the SEND support in place for the school to produce a school provision map, thereby supporting data analysis and progress reviews.
- Updating the school's list of children with medical conditions and allergies and ensuring that relevant information is held and shared, often this is through a Health Care Plan. More information about this can be found in the Medical Needs Policy.
- Analysis of impact of interventions and the progress SEND children are making, both in the National Curriculum and with their primary SEND need.
- Whole school data analysis of pupil outcomes and progress, linking to national data to ensure that the school is supporting pupils in line with this and accounting for significant differences if relevant.
- Keeping up to date with relevant SEND research and publication, particularly ASD and well-being.
- Being accountable to the LA for ensuring that the ELP service specification is in place.

- Reporting to the Manor Trust and the Local Governing Body (LGB) so they are able to hold the school accountable for its statutory duties as well as developing best practice.

At KAPS, Inclusion Lead is Miss Justine Bristow and the SENCo is Mrs Gill Chamberlain.

#### **The Head Teacher is responsible for:**

- The day to day running of the school, this includes the provision of support for children with SEND.
- Ensuring that the SEND code of practice is adhered to.
- Ensuring that all relevant SEND procedures are followed and that statutory duties are met.
- Quality assuring the work of the Inclusion team and staff within the ELP.
- Ensuring that the Manor Trust and the LGB are kept informed and can ensure that the SEND code of practice is adhered to and that relevant resources are deployed effectively.

At KAPS, the Head Teacher is Ms Clare Cranham.

#### **The SEND governor is responsible for:**

- Monitor the quality and effectiveness of SEND provision within the school and update the Manor Trust and LGB on this.
- Accounting to relevant bodies for the school's statutory duties, including the LA and OFSTED.

At KAPS, the SEND Governor is Mr George Barnes.

### **Q4. How do you assess and review pupils' progress towards outcomes?**

#### **The Graduated Response:**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

#### **ASSESS:**

Once identified as requiring additional SEND support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and the pupil. It may draw on assessments and reports from external agencies involved with the pupil, such as speech and language. The SENCo may also carry out more diagnostic assessments of needs in key areas of difficulties. Each pupil's difficulties will be considered against the four broad areas of needs:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, emotional and Mental Health Difficulties**
- 4. Sensory and/or Physical Needs, including medical.**

#### **PLAN:**

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- be outcome focused;
- outline a range of additional interventions and approaches that will support progress towards these outcomes;
- reference the parental involvement, including their views;
- reflect the pupil's views of their strengths and areas of need and how they learn best;
- give details of the role and input of external agencies, when they are involved with a pupil;
- be recorded on ILPs and on class provision maps;

- be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive copy of this plan with a time frame for review.

#### **DO:**

Class teachers take responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered, is linked closely to the general curriculum offer and maximises the opportunities to reinforce and consolidate key skills, within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions, so that any required refinement of the support can be managed promptly.

#### **REVIEW:**

Class teachers will work closely with the Inclusion Team to gather evidence of progress for pupils. The impact of any additional support offered will be reviewed at least termly. Parents/carers will be invited to attend, along with pupils when this is appropriate. This review may be included in the general cycle of parental consultation meetings. Where the pupils receive support from a range of specialist agencies, they will be invited to contribute to the review meeting.

The review will take into account from some or all of the following:

- Reviewing pupils' individual progress towards their goals each term;
- Seeking parent/ carer view
- Reviewing the impact of interventions;
- Monitoring by the SENCO;
- Referral to outside agencies.
- Using data to measure progress;
- Ceasing the plan if outcomes have been met
- Amend the plan where necessary with updated outcomes and/or strategies.
- Discuss escalation to request high needs funding if needs are long term.

#### **Q5. How do will you support pupils with transitions?**

##### EYFS Transition

For pupils joining the Nursery or our Reception classes, we will find out information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers, wherever possible. Where there is a high level of need, this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan', which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHCP/ High Needs Funding.

##### Transition between year groups and Key Stages

Information will be passed on to the new teacher in advance and a handover meeting will take place. Pupil progress targets or individual EHCPs or ILPs will be shared with the new teacher. We arrange 'meet the teacher' sessions for pupils so they can visit their new classroom and can organise Social Story records for children who may require extra support in changing routines. Pupils take their work books with them so that they share their previous achievements with their new teacher. We keep behaviour rewards and sanctions consistent across the school so children know what is expected of them. Where there may be significant changes to the significant curriculum changes we arrange parents' meetings, e.g. New to Year 3.

## Secondary School/In Year Transitions

For pupils moving to secondary school or to a different school, contact with the new school occurs to share relevant information. Where the child has significant needs or an EHCP; in year 5 we invite the Educational Psychologist to the annual review to discuss which secondary schools would be appropriate to apply for; in Year 6 we invite a representative from the new school and other key professionals to the annual review to ensure there is continuity in the range and level of support offered.

### **Q6. What is the school's approach to teaching pupils with SEND?**

Where children have an identified need, they will be continued to be supported by quality first teaching (QFT) by the teacher and we also offer a range of the following:

- Class teacher input, via targeted and differentiated classroom teaching – Quality First Teaching (QFT).
- Targeted group work e.g. precision teaching, addressing a misconception
- Interventions, that may run in or outside the classroom by a teacher or a TA e.g. nurture and Pit Stop (small group basic skills intervention)
- Specialist groups run by agencies outside school e.g. occupational therapy, speech and language therapy and/ or play therapy. This means a pupil has been identified as needing additional specialist support in school or from a professional outside the school.
- Specific support that is linked to an EHCP/ ILP e.g. attention autism (bucket time), writing slopes, coloured overlays, independent skills.

### **Q7. How are the teachers in school helped to teach children with SEND and what training do they receive?**

One of the Inclusion Team's roles is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve their teaching and their understanding of children and how they learn, including those with SEND such as, Autism Spectrum Disorder (ASD), speech and language difficulties and dyslexia.
- Individual teachers and support staff attend training courses that are relevant to the needs of specific children.
- Our SENCO has over 15 years' experience in this role and has worked within specialist provisions and mainstream and has extensive experience working on borough-wide SEND initiatives.
- We have a team of teaching assistants, including higher level teaching assistants (HLTA) who are trained to deliver SEND provision.
- In the last academic year, staff have been trained in/included in:
  - SALT intervention Talk Boost
  - SALT intervention Rhodes to Language (KS2)
  - SALT intervention Narrative (KS1)
  - Neuro-divergence- training from MHST service
  - Training/specific support from the Hearing Impairment team
  - Training/specific support from the Visual Impairment team
  - Zones of regulation
  - Ongoing training to ELP staff from SALT / OT

### **Q8. How do we secure equipment and facilities for children with SEND?**

All schools receive 'notional' SEND funding within the main school budget for use with children who present with an additional need on the SEND register and have an ILP.

## Hearing/ Visual impairment

When a hearing need is identified, Croydon Sensory Support Service may loan specialist equipment to the child.

For those pupils where their needs are more complex, the school may apply for additional funding from the local authority each year to facilitate these needs for pupils requiring additional SEND support, over and above the notional funding.

At present there are two forms that this funding will take;

### **Locality SEND Funding**

#### **The key aims of the Locality SEND approach:**

- Support early identification and intervention for pupils with SEND;
- Ensure consistency of approach and standards across all schools;
- Inform evaluation, development and implementation of good inclusive practice by school senior leaders and governors;
- Provide information to parents and other key services on schools' inclusive practice;
- Support decision making on allocation of any additional SEND provision, including EHCP needs assessment;
- Ensure local schools meet their statutory duties set out in SEND Code of Practice.

In 2020/21 funding was obtained for a number of children to support their needs in communication and language, play therapy, SALT and social skills. This funding is a temporary amount and the expectation is that children will make good progress and will no longer require the funding.

### **EHCP (Education, health and care plan) requests**

For children whose needs are long term and complex, we may make a request to the locality panel for an EHC need assessment. Any request is discussed and agreed with parents and carers of the child before it becomes initiated.

The process of an EHCP plan is:

- Strengths and development areas in the four broad areas of need are identified;
- The academic levels are assessed;
- Parents/carers provide the significant events and history of their child from birth;
- Reports from relevant professionals are included e.g. Educational Psychologist, SALT, OT, Paediatrician;
- Health and social care needs are included;
- Parent/carer and child's views are included;
- A formal document is drafted and submitted to the panel.
- Parent/carers should be notified in writing no later than 6 weeks after the panel, whether an assessment has been agreed or not. The educational setting who makes this request will also receive notification of the decision.

### **Q9. How is the school accessible to children with SEND?**

In compliance with the duties set out in the Equalities Act 2010 the schools have an accessibility plan, which outlines the actions we will take over time to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum.
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities.
- Improve access to a range of information e.g. use of large font, specialist equipment

The school is accessible to all, whether they are able bodied or disabled, by ensuring that the building is wheelchair friendly, there are disabled toilet facilities and we have a lifts available to move throughout the building.



We ensure where possible that equipment used in the school is accessible to all children, providing support and/ or reasonable adjustments as needed to participate in an activity.

Kensington Avenue's accessibility plan can you be found on the school website at <https://www.kensingtonavenueprimary.co.uk/school-information/our-school-policies/>

#### **Q10. Will my child with SEND be able to engage in activities with children without SEND?**

Kensington Avenue Primary School is an inclusive school, where all children regardless of their abilities are encouraged to take part in all the activities we offer (unless there is a reason that prevents them from engaging in the activity). Detailed risk assessments are undertaken and put in place to ensure the welfare and wellbeing of every child.

We offer a range of extra-curricular activities and school visits throughout the school, including our before-and after-school clubs. Regardless of their ability, all pupils are encouraged to take part in sports days, school plays and special workshops and events. Reasonable adjustments are made, to encourage all pupils to take part in these activities.

#### **Q11. How will you support my child emotionally and socially and what measures do you have in place to prevent bullying?**

At Kensington Avenue Primary School, we are aware that some children may have emotional and social needs that need to be developed and nurtured.

For children with social and emotional needs we use strategies / programmes e.g. nurture, or circle time that cover such things as stranger awareness, conflict resolution, bereavement, behaviour and developing friendships. We aim to empower children to build up their skills base, to enable them to try to solve the problem themselves, fostering independence and self-esteem.

We have a zero tolerance approach to bullying.

The school recognises that pupils with SEND may be more vulnerable to bullying and are aware of the impact this may have. We know that sometimes children with special educational needs may find it hard to communicate incidents of bullying and deploy a range of strategies to support them to share their concerns, e.g. feelings boards, known adults and playground buddies.

We want to make every aspect of school life accessible for all children and that children feel safe and secure. Through careful monitoring of bullying incidents and the regular reviewing of anti-bullying policy and practice, we ensure our effectiveness in reducing and responding to bullying.

Therefore, we promote and encourage the following:

- All our staff and support staff to have close communication with parent/carers re, for example, changes in behaviour patterns at home to be discussed and highlighted to relevant school staff.
- Careful observation by school-based adults, again looking for behavioural changes or, for example, reluctance to go out to break, or to be with specific children
- Conversations with SEND children to help them understand their right to feel safe and what they should do if they feel they are being bullied, helping them to identify the best way for them to communicate this.
- Specific induction for any supporting adult as to signs of distress, how to identify this and what protocol to follow

#### **Q12. Who are the other people/organisations involved in supporting children and families with SEND?**

### School provision

- Teachers
- Teaching Assistants
- Midday Supervisors
- Inclusion Team

### The Local Authority

- Autism Outreach Service
- Educational Psychology Service
- Specific Learning Difficulties Team
- Sensory Service for children with visual, hearing or other sensory needs
- Disability Service
- Parent partnership Service
- Inclusion Outreach Team
- SEND Locality Support

### Health Provision

- Speech and Language Therapy
- Specialist Nurses Team
- Occupational Therapy
- Physio Therapists
- NHS Sensory Assessments
- CAMHS
- MHST

### External organisations deployed by School

- Candle Project
- Play and Art Therapy
- Lives not Knives
- Love to Communicate
- Psychology First
- Centre of Change

### **Q13. How do I raise a concern about the provision my child is receiving?**

We aim to work closely with parents to provide pupils with effective support, however we recognise that sometimes there are difficulties in the process and we take these very seriously.

In the first instance, parents/carers are encouraged to share any concerns they have at the earliest possible opportunity with the class teacher. Where these initial attempts to resolve the issue are unsuccessful the Inclusion Team will be able to support, advice and review provision as necessary.

We may encourage parents to seek advice and support from the local parent SEND Information, advice and support service (SENDIAS) as well as any other specialist agencies involved with the child's needs.

If the situation is not resolved during this informal process as parents, you have the right to follow the school's formal complaints procedure, found on the school's website. We would hope that these instances are rare and that we work together to support families.

As a Croydon school, we work closely with their SEND department and their local offer. Croydon's 'Local Offer' gives information, relating to all the services and support available across education, health, social care and the voluntary sector, with the aim of making this information more accessible and transparent to families and the professionals who work with them.

The Croydon Offer is available at <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

## **Appendix 1**

### **Contact details of support services for parents of pupils with SEN**

**Links with Local and National services and organisations to support implementation of the SEN policy:**

- Croydon Educational Psychology Service **020 8241 5460**
- Croydon CAMHS **0203 228 000**  
[www.slam.nhs.uk](http://www.slam.nhs.uk)
- Occupational Therapy **020 8274 6854/50**
- Children's Physiotherapy **020 8274 6853**
- Speech and Language **020 8714 2594**  
<http://www.croydonhealthservices.nhs.uk>
- Community Paediatricians **020 8274 6300**
- Peripatetic Visual Impairment Service **020 8760 5784**  
[linda.james@croydon.gov.uk](mailto:linda.james@croydon.gov.uk)
- Peripatetic hearing impairment service **020 8760 5783**  
[luisa.saddington@croydon.gov.uk](mailto:luisa.saddington@croydon.gov.uk)
- Croydon Locality Early Help **020 8726 6000**  
[earlyhelp@croydon.gov.uk](mailto:earlyhelp@croydon.gov.uk)
- Primary Fair Access Panel **020 8726 6162**  
[Valerie.Burrell-Walker@croydon.gov.uk](mailto:Valerie.Burrell-Walker@croydon.gov.uk)
- Secondary Fair Access Panel **020 8726 6162**  
[Valerie.Burrell-Walker@croydon.gov.uk](mailto:Valerie.Burrell-Walker@croydon.gov.uk)
- Parents In Partnership **0208 663 5626**  
[www.pipcroydon.com/](http://www.pipcroydon.com/)
- SENDIAS (SEND support for parents and carers) **020 3131 3150**  
[parentssuppotherts@familylives.org.uk](mailto:parentssuppotherts@familylives.org.uk)
- Contact a Family **0808 808 3555**  
[www.cafamily.org.uk/advice-and-support/](http://www.cafamily.org.uk/advice-and-support/)
- Council for Disabled Children **0207 843 1900**  
[www.councilfordisabledchildren.org.uk/](http://www.councilfordisabledchildren.org.uk/)



