



SEND Information

Statutory	Yes
Written by	Maya Wittleton
Full Governing Body	Yes
Last amendment date	Autumn 2018
Renewal date	Autumn 2019
Renewal cycle	Annually

Named personnel with designated responsibility for SEND

Academic Year	SENDCo	Head of School	Executive Head Teacher
2018-19	Kate Webster deputyhead@avonmore.lbhf.sch.uk	Maya Wittleton	Paul Cotter
2017-18	Kate Webster deputyhead@avonmore.lbhf.sch.uk	Maya Wittleton	Paul Cotter
2016 – 2017	Lucy Riad	Marion Standing	N/A

Report Review Dates

Review Date	By whom
November 2018	Kate Webster
October 2017	Maya Wittleton
November 2016	Maya Wittleton & Lucy Riad

School Offer for SEND – Parents/Carer’s Questions and answers	
1	Who are the best people to talk to at Avonmore Primary School about my child’s difficulties with learning, special educational needs or disability?
2	How will the school let me know if they have any concerns about my child’s learning, special educational need or disability?
3	How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability?
4	How does Avonmore Primary School ensure the teaching staff are appropriately trained to support my child’s special educational needs and/or disability?
5	How will the curriculum and the school environment be matched to my child’s needs?
6	What types of support may be suitable and available for my child?
7	How will you support my child to reach his/her learning goals?
8	What is an Education Health and Care Plan (EHCP) and who can request one for one for my child?
9	How will you help me to support my child’s learning?
10	How is support allocated to children and how do they move between the different levels of support in school?
11	How will the school know that the support has made a difference to my child’s learning and how can I and my child be included in this review process?
12	What support will there be for my child’s happiness and well being at School?
13	How is my child included in all the same activities as his/her peers at school?
14	How will the school support my child in transition stages?
15	Who can I contact if I have a complaint about the SEND provision made for my child?
16	If I have any other questions about my child at School, who can I ask?

Please [click here](#) for information on the Hammersmith & Fulham local offer.

1. Who are the best people to talk to at Avonmore Primary School about my child’s difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns.
- There is close communication between the class teacher and with the SENDCo. If needed, a meeting

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Avonmore we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage a collaborative approach.
- We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class/form teacher and others.
- If your child has an identified special educational need, the Class Teacher and the SENDCo will meet with you regularly to discuss current progress, support strategies being used and expected

4. How does the Avonmore Primary School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- Avonmore believes that your child's learning needs will primarily be met through the quality first teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is appropriate support for all

Staff SEND Training schedule

Dates	Area of training	Staff attending
July	PREVENT training (External)	All staff
September	Safeguarding	All staff
September	Autism (External leader)	All teaching staff
September	Communication Friendly Classrooms	All teaching staff
September	School nurse – medical needs of pupils (External leader)	All teaching staff
October	TES SEND Fair (External)	SENDCo
October	E- safety, Safeguarding and social services	All teaching staff
November	TTT staff meeting/ intervention overview	All class Teachers
November	Makaton training (external)	EYFS key teacher and TA
TBC	Occupational Therapy classroom support	All teaching staff
TBC	Speech and Language training	All teaching staff

5. How will the curriculum and the school environment be matched to my child's needs?

- Avonmore believes that your child's learning needs will primarily be met through the 'quality first' teaching delivered by her/his class teacher.
- We carefully plan and differentiate our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and

6. What types of support may be suitable and available for my child?

The specific type of support suitable available to your child depends upon the nature of their needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014;

- **Communication and interaction**
 - **Cognition and learning**
 - **Social, emotional and mental health**
 - **Sensory and/or physical needs**
- At Avonmore we have a three tiered approach to supporting a child's learning.
- Tier 1: Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some adaptations to match learning needs.
- Tier 2: Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach
- a) Assessing** your child's needs through looking closely at specific targets for your child and establish goal with any additional adults working with your child
- b) Planning** the most effective and appropriate intervention
- c) Providing** intervention. This intervention may be run outside the classroom, individually or in small group's sessions. You will be kept informed of your child's progress towards learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. We strive to provide an appropriate learning space for all children.
- D) Reviewing** the impact on your child's progress towards individual learning outcomes.
- Tier 3: Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology (EP), speech and language therapy (SALT), occupational therapy (OT), sensory advisory teachers, The Pupil Support Service (PSS) and the child development service (SILT). The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your will child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, a Termly Target Tracker (TTT), strategies and progress will be reviewed termly.

8. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain:

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
Outcomes for your child's progress,
- The provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

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

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We run regular parent/carer workshops to help you understand the strategies used. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENDCo may also support you with strategies, resources and

10. How is support allocated to children and how do they move between the different levels of support in school?

- Avonmore Primary School receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head of School, in consultation with the School Governing Body, decides the budget for SEND provision on the basis of the needs of the children in the school.
- The Executive Head teacher, Head of School and the SENDCo discuss the effectiveness of the school's current

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a

12. What support will there be for my child's happiness and wellbeing at school?

- At Avonmore, we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- Your child's class teacher, the teaching assistants and the SENDCo are available to provide support to match your child's needs.
- You should feel free to contact your child's class teacher if you have any concerns.
- Class teachers teach PSHE and use regular circle times to support pupils' social and emotional development

- Avonmore Primary school is an inclusive school and we believe in the equality of opportunity for all children.
- Inclusion at Avonmore means:
 - equality of opportunities for all children
 - rights of all children in line with the [Children and Families Act 2014](#) and the [Children's Act 1989](#)
 - carefully considered planning and appropriate adjustments to teaching and learning
 - ensuring a holistic approach to each child including the development of their social and

14. How will Avonmore Primary School support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- At Avonmore Primary School we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- We makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary

15. Who can I contact if I have a complaint about the SEND provision made for my child?

- Initially, speak with your child's teacher and/or the SENDCo.
- If this does not address your concerns, you can contact the Executive Head teacher, who may direct you to the school's

16. If I have any other questions about my child at Avonmore Primary School, who can I ask?

At Avonmore Primary School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

1. The class teacher
2. The SENDCo (Details front page)
3. Head of School
4. The Executive Head Teacher

Avonmore Primary School - Roles and Responsibilities

- Class Teacher
- Teaching Assistant
- SENDCo & Deputy Head Teacher
- Head of School

Specialist Support

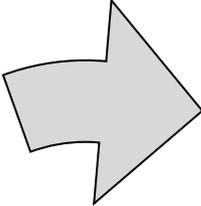
Specialist Services available or accessed by the School:

Avonmore Primary School works closely with external agencies that are relevant to children's individual needs.

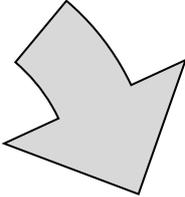
- Educational psychologist (EP)
- Schools Nurse
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Hearing Impairment Team
- Visual Impairment Team
- Pupil Support Service – Individual Support Teacher (IST)

**Parents' guide to Avonmore Primary School's Interventions or
Provision map table**

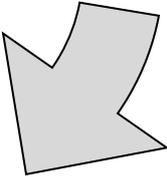
6. Teacher and SENCo evaluate effectiveness of provision within time period agreed. Report to parents.



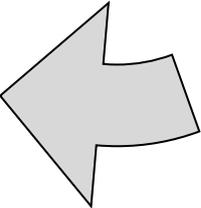
1. The school assesses all pupils' strengths and areas for development.



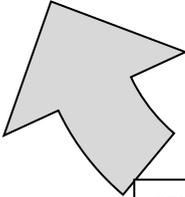
2. Teachers and SENCo discuss individual pupil learning needs and whether additional support would be appropriate and effective.



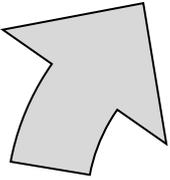
3. Meet/speak with parents and pupil to agree a support intervention plan.



SENCo and Teachers meet and plan resources for the intervention. Teachers and/or TAs deliver the support



5. Teacher/TA/ monitor pupil progress to outcomes. Adapt if necessary.



**Provision Map
flow chart**

