

SEND Information Report

Frequently Asked Questions

1. How will Imperial Avenue know if children need extra help?



Concerns can range from learning difficulties, language and communication difficulties, sensory impairment, physical or medical needs to emotional, social and mental health difficulties.

Some children may be working below age expected levels in Literacy and Maths, which would indicate extra support may be needed. Some children may have specific learning difficulties. Children may also have low scores on standardized tests e.g. reading/spelling age. It is important to remember that slow progress and low attainment does not necessarily mean that a child has special educational needs. However, it may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with age expected levels means that there is no learning difficulty or disability.

Information passed from a child's previous school may indicate that a child has a difficulty and support will need to be continued.

Reports received from e.g. doctors, educational psychologists, Special Educational Needs and Disability Service, occupational or physiotherapy services and speech and language therapists may recommend specific support.

We always take into account information given by parents.

We listen to concerns expressed by the child.

Teachers will fill in an **Early Concerns Form** for any child they are worried about which will be discussed with parents and the Special Educational Needs and Disabilities Co-ordinator. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process.

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



Talk to your child's class teacher about any concerns you may have. The class teacher will discuss these with the SEND Co-ordinator, Mrs Malin or the Assistant SEND co-ordinator Mrs Woolman Alternatively, you can arrange to meet with either of them directly.

3. What will happen if my child is identified as having special educational needs?



Once it has been agreed that a child has additional needs, you will be informed and they will be placed on the Special Educational Needs and Disabilities Register under the category of SEN Support. They may receive extra support or intervention if this is felt appropriate. Your child will receive three reviews each year whilst they are on the SEND register. If they continue to make slow progress or have ongoing difficulties, then the school may ask for advice from outside agencies (see question 9). For children with more complex needs additional adult support may be needed. This may be in the form of 'Element 3 funding' which is applied for by the SENDCo or a small number of children may go on to have

an Education, Health and Care Plan (EHC) - these are for children that have significant and enduring needs. If a child has an EHC plan then they will also have an additional annual review and the plan can stay with them up to the age of 25 if it is deemed necessary. These children will also receive a review in the first half term of Year 2 to discuss transition to an appropriate junior school.



4. Admission Arrangements for children with SEND

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act 0-25 Sept 14 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The LA Local Authority determines admission, having regard to parental preference and in consultation with our governing body.



5. How will Imperial Avenue support my child?

At Imperial we are mindful of and comply with the Local Authority A expectations of schools and we use the Local Authority 'Best Endeavours and Reasonable Adjustments document' This 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.

We use the following range of specific targeted support for identified pupils to address their additional needs. All interventions and approaches have been shown to have a positive impact on pupils' learning.

- Fun time
- Speech and language therapy (following advice from Speech and language therapists)
- Wellcomm Speech and Language activities
- Big Moves
- South Warwickshire Handwriting Programme
- Play Interaction
- Lego Therapy
- Language for Thinking
- Language Steps
- Number Stacks
- Literacy Gold
- Attention Autism

The Discovery Class –Designated Specialist Provision (DSP)



At Imperial Avenue Infant School we have a Designated Specialist Provision for 10-12 children.

The DSP meets the needs of our children, who experience significant barriers to their learning.

Who are the children in our DSP?



- Children within the DSP have significant Communication and Interaction needs, including autism.

- Children in the DSP have a range of needs which are best supported by a personalised approach to learning which is linked to the long term outcomes of their Education, Health Care Plans (EHCP) as a priority.
- Children are assessed on entry to the DSP and the curriculum is tailored to support progress from each individuals starting points.
- Children in the DSP generally make small steps of linear progress towards both their EHCP Outcomes and EYFS / National Curriculum which is assessed formally 3 times per year.
- Children are supported to generalise their skills and transfer their learning into a range of contexts, rather than focusing solely upon acquiring knowledge and cognition.

Admission Criteria



The DSP is for children who may already have an Education Health Care Plan (EHCP) or be undergoing assessments to apply for one, which details the need for communication and Interaction. Included in this criterion are children with

- Interaction difficulties
- Communication difficulties
- Children on or diagnosed on the ASD pathway

Children who are likely to be offered a place will be at the following points within their development on admission:

- Children who have a minimum Language level of between 18 months - 2 years (The Communication Trust, Universally Speaking)
- Children who have a foundation of interaction skills which we can support them to develop further. This ensures that inclusion into the mainstream environment is possible, meaningful and purposeful for each child.
- Children who are able to access a Semi-formal taught curriculum

Admissions will not be decided by the school. Children requiring a place will have to do so through Special Education Service admissions route and through their EHCP meetings.

Children who gain a place will mostly be from Leicester City or Leicestershire.

The DSP is unable to cater for children with complex sensory, physical and medical needs

The Explorers Class-SEND Unit



At Imperial Avenue Infant School we have a SEND Unit for 10 children.

The SEND Unit meets the needs of our children, who experience significant barriers to their learning.

Who are the children in our SEND Unit?



- Children within the SEND Unit have complex needs including difficulties with communication and Interaction and autism.
- Children in the SEND unit have complex needs which are best supported by a personalised approach to learning which is linked to the long term outcomes of their Education, Health Care Plans (EHCP) as a priority.
- Children are assessed on entry to the SEND unit and the curriculum is tailored to support progress from each individuals starting points.
- Children in the SEND unit generally make small steps of linear progress towards both their EHCP Outcomes and an adapted EYFS / National Curriculum which is assessed formally 3 times per year.
- Children are supported to generalise their skills and transfer their learning into a range of contexts, rather than focusing solely upon acquiring knowledge and cognition.

Admission Criteria



The SEND unit is for children with complex needs who already have an Education Health Care plan (EHCP) which states specialist provision. The children have been through the consultation process via the Specialist Education Service (SES).

Children who attend Imperial Avenue Infant School do not have priority access to a space in the SEND unit.

Included in this criteria are children with

- Children with communication and interaction difficulties
- Children who have a diagnosis of ASD or are being diagnosed on the ASD pathway

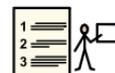
Children who gain a place will mostly be from Leicester city or Leicestershire.

6. How is the decision made about what type and how much support my child will receive?



Different interventions and approaches are used to address specific areas and we look carefully at your child's individual needs when deciding how best to support your child and which interventions to use.

7. How will the curriculum be matched to my child's needs?



Teachers are responsible and accountable for the progress and development of all pupils in their class. The Local Authority Best Endeavours and Reasonable Adjustments document is used to enable teachers to use adaptive teaching strategies to support each child's individual needs. At Imperial we have a well-designed curriculum with strong teaching and learning.

8. How will both you and I know how my child is doing?



Teachers make on-going assessments for all children lesson by lesson and over a series of lessons. This information informs planning. Children receiving interventions will have their progress tracked throughout the time they are receiving the support. For children on the SEND register, there will be three review meetings over the year held each term. This will give you a chance to meet with the class teacher and if appropriate the SEND Co-ordinators. Your child's progress will be discussed



(including any interventions they have received). However, at any point during your child's time at Imperial, please feel free to ask your child's class teacher how your child is doing. All children will receive an end of year report that will inform you of your child's progress throughout the year.

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

Children on the SEND register will be given small step targets and at each review advice will be given on how you can help your child achieve these. At any point during your child's time at Imperial Avenue, you can talk to your child's class teacher about what support you can give to them at home.



10. What support will there be for my child's overall well-being?

We have dedicated members of staff in school every day who ensure that all children are settled and parents can arrange a meeting through the office at any time. In school we have a 'Mental Health First Aider' who is trained in supporting the well-being of both children and adults in school. This is Miss Smith our Head teacher. Our PSHE Lead is Mrs Barker, we follow the Jigsaw PSHE scheme throughout school and teach weekly lessons that promotes emotional literacy, building resilience and nurturing physical and mental health. We also follow 'Routes to Resilience' learning about our 'character muscles' such as 'perseverance' and 'enthusiasm.' We have 2 ELSA's (Emotional Literacy Support Assistants) Miss Cooper (EYFS) and Miss Evans (KS1) and they support children throughout school.

Safeguarding



Schools have an important part to play in safeguarding all children. Imperial takes this very seriously. We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Safeguarding within the school includes a range of issues including health and safety, risk assessments, managing medicines, behaviour management and e-safety. The school follows full guidance on safer recruitment and selection of new staff and ensures that all staff and regular visitors to school have a full Disclosure & Barring Service check before coming into school, this information is held securely in accordance with data protection procedures.

Imperial Avenue Infant School follows all Local Authority and Leicester Safeguarding Children Partnership Board guidelines for Child Protection. Where it appears that a child may be at risk of significant harm, there are highly skilled, qualified and competent staff working to protect our children.

A cause for concern may be as a result of any of the following: physical abuse, domestic violence, neglect, emotional abuse or sexual abuse. A cause for concern may also arise due to one if the following safeguarding issues CCE (Child Criminal Exploitation), CSE (Child Sexual Exploitation), Peer on Peer Abuse, FGM (Female Genital Mutilation) Mental Health and Serious Violence. There may be times when sensitive and challenging conversations have to take place to clarify some concerns; these will be treated with the highest regard to confidentiality. At Imperial Avenue, we work closely with other agencies to ensure all children are safe. It is therefore very important that parents/carers keep the school informed of any

changes at home e.g. incidents of domestic violence, accident/s at home, which may have left marks, which might worry us. The school may contact parents/carers if children arrive at school with unexplained marks on their body. The school will let parents/carers know if there is any accident at school which may have caused and injury to a child.

The designated Safeguarding Leads are:

Head teacher and Lead DSL Elizabeth Smith

Deputy Head teachers and deputy DSLs Michelle Malin

Graham Palmer

Business Manager and deputy DSL Debbie Maycock

Safeguarding matters including concerns can be discussed with any of the above.

We are able to administer medicines to a child with written parental consent. Please fill in the appropriate form at the office.

Care Plans are written to meet the health needs of those children requiring them.

11. What specialist services and expertise are available at or accessed by Imperial Avenue?



There are a variety of services and expertise that we can access:

Educational Psychologist
Learning, Communication and Interaction Team
Early Years Support Team
Social, Emotional and Mental Health Team
Education Welfare Officer
Visual / Hearing Support
Speech and Language Therapy
Medical – referrals to health professionals
School Nurse
Social Care and Safeguarding
SENDIASS

12. What training have staff had in supporting children with special educational needs?



Interventions (see question 4)
Autism
ADHD
Mental Health
Team Teach
Behaviour Strategies
Dyslexia
Speech, Language and Communication difficulties
Pastoral support
First Aid
Play Interaction
Makaton
Gross and fine motor skill development
Picture Exchange Communication System

13. What steps are taken to prevent pupils with SEND from being treated less favourably than others? 

We endeavour to make every effort to ensure that all teachers in the school are able to identify and provide for those pupils who have special educational needs. We are committed to providing a whole school approach to special educational needs and disability. We ensure that parents and carers are involved in deciding whether a child or young person should be placed on the SEND register and that they are notified of a decision by the school that SEND provision is being made for their child. All parents and carers of children with special educational needs and disabilities will be treated as partners and will be supported to play an active and valued role in their children's education. Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. We will encourage pupils to participate in decision making processes and contribute to the assessment of their needs, reviews and transition processes wherever possible.

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



Every child, regardless of special educational needs and disabilities, has the opportunity to take part in outdoor activities including trips. School will make 'reasonable adjustments' to ensure that this happens. Any such adjustments will need to be included in the risk assessment. Prior to the trip and in accordance with the risk assessment if it is deemed that including the child may compromise their own safety or the safety of others the trip leader/co-ordinator will need to discuss with the SENDCo and headteacher the possibility of excluding that child from the activity. This is usually only applicable in extreme circumstances. However, the head teacher's decision will be final.

15. How accessible is the school environment?



The school is built around two 'quads' and has small sets of steps to access some rooms. All stairs are highlighted. We have a medical room and a 'hygiene' room which includes a shower and changing facilities and there are disabled toilets. Changing facilities are also available in our 'Discovery Class' DSP Provision and in our 'Explorers Class' SEND unit provision. There is access in to some rooms via ramps on the outside of the building. For further information please see the 'accessibility plan'

16. How will Imperial Avenue prepare and support my child to transfer to the next stage of education?



Within school, we have a full transition day where children spend time with their new class teacher in their new classroom. Parents are invited to meet class teachers to discuss any

concerns they might have. School staff meet and transfer key information about individual children.

When children have already been identified as having additional needs before starting school in either Nursery or Reception Mrs Malin and Mrs Woolman (Imperial Avenue SENDCos) work closely with other agencies that may already be involved e.g. Early Years Support Team to ensure a smooth transfer in to school. All junior schools and special schools have transition days where your child be offered the opportunity to spend time at their new school. Imperial Avenue liaise closely with the new school setting to ensure they are aware of any individual's needs and all records are passed on to the new school. Meetings are held with the SENDCo at the junior school, Mrs Malin or Mrs Woolman and the parents of children with more complex needs if a child transfers to a new school mid-year, all records are passed on.

We will always organise 'additional visits' to either classes (Internal transition) or to a transferring school for children with additional needs or that we feel may be 'vulnerable' for a particular reason.

If a child is transferring to a special school, setting Mrs Malin or Mrs Woolman will liaise with the school to arrange transition days as appropriate.

Children will also be involved in making 'transition booklets' including photos of new classrooms and staff. Children are able to take home and refer to over holiday periods if they are feeling anxious.

17. How are parents involved at Imperial Avenue and how can I be involved?



At Imperial Avenue, our parents are extremely important to us. We actively encourage all parents to be involved in their child's education and the life of the school. Some examples include:

- School picnics
- Stay and play sessions
- Parent 'shared learning events'
- Assemblies
- Sports afternoons

We have a fundraising association, if you are interested in being involved in school life, please see your child's class teacher or ask at the school office.

18. Who can I contact for further information regarding special educational needs including how many children are on the SEND register?



For further information with regard to Special Educational Needs and Disabilities please contact

Mrs Michelle Malin, Deputy Head Teacher and SENDCo or Mrs Woolman DSP teacher and Assistant SENDCo

Updated September 2025