



AVANTI PARK

SEN policy and information report

Approved by:	Avanti School Board Trust	Date: 29 January 2021
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Avanti Park we aim to provide all pupils with an opportunity to learn and flourish. We believe in helping pupils achieve their full potential and utilize a variety of interventions and resources to help ensure success. We strive to ensure that pupils achieve support in the four broad areas of need; cognition and learning, communication and interaction, social, emotional and wellbeing, and sensory and physical needs.

2. Legislation and guidance

This policy and information report 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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Jennifer McMillan** (sendco.ap@avanti.org.uk)

They will:

- Work with the headteacher and governing board to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Deploys and instructs teaching assistants in the appropriate areas

4.2 The SEN governor

The SEN governor Suzanne Flack will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal, Abby Atkins, will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that 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, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), trauma and anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Class teachers are asked to submit referrals to the SENDCo when they feel there is an additional need arising. The SENDCo will then begin the assess, plan, do review process with the class teacher and parents. Avanti Park is using a system entitled Provision Map with allows us to closely monitor and track pupil needs.

If a need serious learning need becomes apparent it may require assessment from a specialist teacher. If this is required the pupil will be referred to the local authority for an assessment and appropriate provisions will be put in place at the school.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 SEN support.

Regular correspondence (meeting or telephone call) with parents will occur to ensure that target remain up to date and relevant. This correspondence will include the SENDCo, class teachers and any teaching assistants the pupils may work with. From this correspondence a pupils plan will be updated on the Provision Map system and the pupil passports will also be updated. Once the updates have occurred they will be shared with all relevant parties.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- When children transition to high school, we will contact the relevant SENDCO and then share all information we have with the school.
- We will invite the relevant school SENDCO to SEND meetings we have in Year 8 or any other year if we know there is a planned transition
- We will liaise with relevant pre-schools when pupils transition to us in Reception.
- We will make transition plans with relevant agencies when children on SEND Support or EHCP move to a new school.
- We will provide all new schools with all relevant documentation including asses, plan, do reports and assessments via Provision Mapping

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class through Quality First Teaching. Teaching can take place within the whole class, in small groups or on a 1:1 basis depending on the needs of the pupils.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils where required. Where needed some pupils will have specific learning through an intervention with may require them to come out of their main class to do small group or 1:1 working. This learning will relate to pupils support plans and needs.

We will also provide the following interventions:

- Quality First teaching
- Daily phonics groups
- Read, Write Inc
- Spelling interventions such as percision teaching, Toe by Toe and Nessy Learning
- Social skills interventions such as Talkabout for children and teenagers
- ELSA support sessions
- Forest school and clay group sessions to support SEMH needs

- Social stories are used when necessary to support children with social communication
- Maths interventions completed in small groups according to attainment levels (Numicon and IDL numeracy)

5.7 Adaptations to the curriculum and learning environment

This section should be read in conjunction with our Accessibility Plan

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating and scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Concentration stations available in all primary classrooms
- Using recommended aids, such as Chromebooks, coloured overlays, visual timetables, larger font, fidget toys, wobble cushions, ear defenders, finger grips etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking work, giving breaks where necessary etc.

5.8 Additional support for learning

Teaching assistants or teachers will support pupils on a 1:1 basis or in small groups when it is deemed necessary by a class teacher or the SENDCO, or if a child needs one-to-one teaching according to the provision set out in an EHCP or SEND support plan. This is also dependent on resources available.

We have a high number of teaching assistants who are trained to deliver interventions such as Lexia, forest school, Talkabout, ELSA etc. At Avanti Park we have classroom based teaching assistants and SEN teaching assistants who work directly with pupils with EHCP plans. Where possible teaching assistants remain consistent with classroom/pupil they are initially assigned to help keep consistency across the school.

Where required we will bring in specialist support to aid pupils. We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists
- Physio therapist
- Drama therapist
- Occupational therapy
- Somerset Educational Psychology services
- CAMHS
- Frome Learning Partnership and hospital education service
- Somerset Autism and Communication Team
- Somerset Advisory teachers
- Social Care and Disability Team
- Various virtual schools
- Alternative Provisions (Makelt!, Larkrise Community Farm, SharedEarth)
- Somerset Inclusion SEN support services

5.9 Expertise and training of staff

Our SENDCO has 9 years experience in this role and has worked previously as SENDCO and headteacher of special school. Jennifer McMillan has a wealth of experience working therapeutically with pupils and has significant experience working with trauma informed practice and attachment theory.

The SENDCO is part of the local SENDCo network and the Avanti Trust SENDCo network in order to share and learn from colleagues.

The SENDCO delivers in house training on a number of topics to help upskill the teaching team.

We have a team of 16 teaching assistants, including 1 higher level teaching assistants (HLTA) who are trained to deliver SEN provision and numerous interventions

5.10 Securing equipment and facilities

Avanti Park is a new education provision in Somerset and we are working to increase our SEND resources. The resources and equipment are procured as and when required within the allocated SEND budget. The school works within the Avanti Trust to share resources and provision where possible.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using the Provision Map platform developed by Edukey
- Holding annual reviews for pupils with EHC plans
- Maintaining weekly records on intervention outcomes.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) and experiences

All pupils are encouraged to take part in sports day/school plays/special workshops etc. No pupils is ever excluded from taking part in these activities because of their SEN or disability. Where required we will make the necessary amendments to ensure inclusion for all.

The school's accessibility plan can be found : <http://avanti.org.uk/avantipark/wp-content/uploads/sites/24/2021/07/APS-Accessibility-Plan.June-21-1.pdf>

We have a trained first aid coordinator who makes provisions for pupils with medical needs and trained TA's who support need within lessons/activities.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of breakfast and lunch club to promote teamwork/building friendships and to help settle them into the day.
- Reward and incentives are utilized to help pupils focus on their own progress and success.
- We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching, additional interventions can be offered bespoke to address specific issues as they arise.
- All children in school are supported to develop relationships with their peers. For those pupils who find this more difficult, strategies may be suggested. It is sometimes for us to offer support to the peer group or class

group of pupils with SEND. Sometimes this takes place in an open and frank manner enabling peers to ask questions and learn about the needs of their classmates

- We have weekly forest school sessions and clay group sessions for pupils who require extra SEMH input.
- We have begun utilizing the Talkabout programme for social and emotional literacy across the year groups
- The school holds a clear position on bullying and all pupils are taught to distinguish bullying from isolated acts of unkindness. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved. Avanti Park puts a strong emphasis on being kind to one another as this is part of the school ethos.

5.14 Working with other agencies

- Our school works with a wide range of services including
- Child and Adolescent Mental Health Service (CAHMS),
- Speech and Language Therapists (SALT), Occupational Therapists (OT),
- Educational Psychology
- Somerset autism and communication team (CAOT).
- Physical Impairment and Medical Support team (SPOT)
- Frome Learning Partnership

When appropriate, we can organise multi-agency meetings, which include Social Care, or Family Support Services to discuss a pupil's needs e.g. Early Help Assessment (EHA), and we aim to ensure good communication with these groups. The SENDCO is also trained as the deputy Designated Safeguarding Lead teacher (DSL) and is trained to take the lead in the EHA process

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the complaint has not been dealt with appropriately then it should be referred to the Headteacher and SENDCO. If the issue is not resolved it should then the complaint will be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

- Somerset SENDIAS provides information, advice and support about Special Educational Needs and Disability for parent carers, children and young people (up to the age of 25), including Independent Support to help through the Education, Health and Care (EHC) Assessment and Plan process.
 - **Phone:** 01823 355578
Email: SomersetSENDIAS@somerset.gov.uk
Website: www.somersetsend.org.uk
- A number of SEN Advisory Support Services are provided by Support Services for Education (SSE) that are funded by either the local authority, Dedicated Schools Grant (DSG) or from individual schools' delegated funding

- **Phone:** 01823 348266
Email: SSE@somerset.gov.uk
Website: <https://www.supportservicesforeducation.co.uk/>

5.17 Contact details for raising concerns

We encourage parents and carers to address any worries and concerns promptly, initially with the class teacher either in person or via the schools email address avantipark@avanti.org.uk.

If after discussing the concerns you remain unhappy and require further information please contact the SENDCO – Jennifer McMillan on sendco.ap@avanti.org.uk

If you are still unsatisfied please refer to the schools complaints policy.

5.18 The local authority local offer

Our contribution to the local offer can be found here: <https://choices.somerset.gov.uk/025/schools/avanti-park-school/>

Our local authority's local offer is published here: <https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCO, Jennifer McMillan, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour support policy
- Equality Policy
- Supporting pupils with medical conditions
- Child Protection and Safeguarding policy

These policies can be found on the schools website.