



# AVANTI FIELDS

## SEND Information Report 2024-25

The Avanti Fields School's SEND Information report has been written in line with the following areas of legislation and guidance:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Children and Families Act (2014)
- Equality Act (2010)

The following information is intended as a brief summary for parents / carers outlining essential information relating to our Local Offer for students with Special Educational Needs attending Avanti Fields School. It needs to be read in conjunction with our full SEND Policy and the Local Offer (<https://families.leicester.gov.uk/send-local-offer/>).

1. What is meant by 'Special Educational Needs'?
2. What types of SEND does Avanti Fields School provide for?
3. How do we identify and assess students with SEN?
4. Who can I contact if I have any concerns regarding my child's SEND needs?
5. How are students with SEND supported in accessing the curriculum?
6. What Pastoral support is offered to assist in my child's wellbeing?
7. How do we support students with medical conditions?
8. What are Exam Access Arrangements and how could these help students with SEND?
9. How can my child engage with the wider curriculum for example sports and arts provision?
10. How do we work with parents to achieve the best outcomes for students with SEND?
11. How do students with SEND share their views and contributions?
12. What arrangements are in place to support student transition?
13. How do we ensure that Teaching and Support staff are appropriately trained to support students with SEND?
14. Which other agencies might be involved to help to support students with SEND?
15. Who should I contact if they have a complaint about the School's SEND provision?
16. What is the Local Offer and where can I find out more about it?

# What is meant by ‘Special Educational Needs’?

A child has Special Educational Needs if they have a learning difficulty or disability which calls for “special educational provision, that is provision different from or additional to that normally available to students of the same age” (6.12).

A child with Special Educational Needs:

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

Many children and young people with SEN may have a disability under the Equality Act 2010. “.....a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities.”

This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions. Children with those conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

## What types of SEND does Avanti Fields School provide for?

Staff at Avanti Fields School are aware of the needs of different types of students. Lessons are prepared with these needs in mind.

We provide Quality First Teaching for students with the following Special Educational Needs:

- **Communication and Interaction Difficulties**

For example:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASD)

- **Cognition and Learning Difficulties**

For example:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, Dyspraxia

- **Social, Emotional and Mental Health Difficulties**

For example:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

- **Sensory and/ or Physical Needs**

For example:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Disability (PD)

We have a wide variety of strategies for meeting a range of special educational needs. The school provides SEN support via high quality first teaching and differentiation in class and where appropriate there will be specialist TA support in class; targeted withdrawal groups and intensive 1-1 individual support.

# How do we identify and assess students with SEN?

Avanti Fields School identifies children/ young people with Special Educational Needs and/or Disabilities through:

- Transition meetings with feeder primary schools
- GL assessments completed by students on entry to Year 7 and followed by ongoing monitoring and target setting
- Testing and assessing students
- Referrals from parents/carers, teacher, tutor, Head of Year, external professionals, pupil self-referral or any other stakeholder
- Lesson observations
- Liaison with external agencies

# Who do I contact if I have any concerns regarding my child's SEND needs?

Direct contact via email or telephone to SENDCo or your child's Head of Year.

## **Miss Laura Bigginton**

Assistant Principal (SENCo)

0116 326 6813 ext. 6835

[laura.bigginton@avanti.org.uk](mailto:laura.bigginton@avanti.org.uk)

## **Head of Years:**

Year 7: Ms D Trivedi

Year 8: Miss A Roberts

Year 9: Ms S Odedra

Year 10: Mr T Backhouse

Year 11: Dr R Sangar

# How are students with SEND supported in accessing the curriculum?

As an inclusive school, we are fully committed to ensuring that all students have full access to the mainstream curriculum and extensive work takes place to ensure the organisation of our curriculum offer ensure no child is excluded or disadvantaged owing to special educational needs. Avanti Fields School promotes high quality first teaching which takes into account the learning needs of all students.

- Teaching staff plan according to the needs and requirements in the classroom.
- Teaching and support staff in the school are aware of a student's requirements through the SEND register and student passport and are able to meet their needs through following the suggested strategies.
- Effective differentiation will enable your child to access all aspects of the curriculum to the best of their ability, thus ensuring they reach their full potential.

Students who have specific individual programmes (as outlined in their EHCP) may be withdrawn from lessons, these arrangements will be flexible and monitored so those students do not lose their entitlement to the curriculum.

## What Pastoral support is offered to assist with my child's wellbeing?

Head of Year teams support all students; these are members of staff that are available to assist students throughout the school day. In addition, your child will be placed in a tutor group; your child's form tutor will oversee the pastoral care of your child on a day-to-day basis.

Other support and intervention programmes are offered through / by:

- Higher Level Teaching Assistants
- Teaching Assistants
- Interventions
- Peer mentoring
- School Nurse
- Anna Freud
- Enrichment opportunities
- Early Help Assessment
- External agencies
- Physiotherapy exercises as directed by your child's Physiotherapist

## How do we support students with medical conditions?

Our Medical Officer is available to assist students with known medical conditions.

This includes the administration of medicines as authorised and directed by parents/carers and health professionals and the monitoring and sharing of Medical Plans.

Students with medical conditions are fully supported to ensure they have full access to education and enjoy the same opportunities as any other young person.

## What are Exam Access Arrangements and how could these help students with SEND?

Access arrangements are adjustments for candidates based on evidence of need and normal way of working. At the end of KS3, identified students will complete a series of detailed assessments with an external professional and agree an application for access arrangements such as readers and scribes.

Each year, JCQ produce a document setting out the range of adjustments that can be requested to ensure students with particular needs are not disadvantaged by the assessment methods.

Access arrangements represent a "normal way of working" and these are applied across the curriculum. They are reasonable adjustments that should level the playing field. They are **not** in place to create an unfair advantage, nor should they disadvantage a young person. However, if a student decides not to take advantage of the support offered, these will be removed.

## How can my child engage with the wider curriculum, for example sports and arts provision?

Avanti Fields School aims to be as inclusive as possible. The school is a modern, purpose-built environment, which has wheelchair access; disabled changing and toilet facilities.

Additional specialist equipment is available for the use of SEND students.

We believe that the artistic and creative development of the whole child is key to healthy growth. We offer opportunities for all students and monitor that students with SEND are represented in such enrichment and are encouraged to attend. This also applies to our Sports provision, and we offer a full programme of after-school, lunchtime and inter-school activities and competitions.

Further information can be found on our [Accessibility Plan 2024-26](#).

## How do we work with parents to achieve the best outcomes for students with SEND?

At Avanti Fields School, we value working in close collaboration with parents / carers. We firmly believe that a partnership approach is the best way to offer effective support to any young person.

We offer the following opportunities in addition to the normal reporting arrangements thus enabling you to discuss progress, to plan and review support, discuss specific approaches and/or programmes,

- Annual Review meetings for those students with an EHCP
- A regular cycle of parents evenings to report on student progress
- A regular cycle (3 per year) of reports on progress in all subjects
- Year 6 to 7 transition intake parental meetings
- Parental workshops looking at different areas of parental support (through Leicester City Council)
- Where appropriate, regular updates from Form Tutor, subject teachers, Head of Year, Teaching Assistants and/or SENCo.
- Induction meetings for all in year admissions

## How do students with SEND share their views and contributions?

Avanti Fields School takes student voice very seriously. We have a full and active student council of elected representatives and we monitor carefully to ensure that students with special educational needs are represented. We also collect student voice through the following:

By completing the student feedback questionnaire prior to Annual Review meetings.

- Talking with their tutor, Head of Year, SENCo.
- Sharing their views through Student Voice surveys.

## What arrangements are in place to support transition?

The following arrangements help young people and their parents/ carers to make a successful transfer to/from our school:

- Close liaison with SENDCo from primary school/Post 16 provider for students identified with Special Educational Needs.
- Primary school students are visited by a member of staff during the summer term, during this meeting students can voice any concerns they may have about transition.
- A primary transition day will take place during Term 6 to ease the transfer to secondary school.
- In addition, targeted students may be invited to attend an additional transition meeting with Head of Year and/or SENDCo to visit the school and ask any questions prior to the transition day.
- SENDCo will attend Year 5 and Year 6 EHCP Annual Reviews whenever possible.
- The SENDCo from the Post 16 provider will be invited to attend all Year 11 EHCP Annual Reviews.
- Full careers guidance for students for Option times (GCSEs and Post-16).

We prepare students to make their next move by:

- Preparation in lessons.
- Meetings with parents to discuss any concerns for transitional points.
- Meetings with professionals who may need to play a part in the transition process.
- Additional visits to the new setting.
- Annual Review transition meetings for children with an Education, Health and Care Plan (EHCP).

## How do we ensure Teaching and Support staff are appropriately trained to support students with SEND?

All staff receive regular professional development throughout the year to develop expertise within Avanti Fields School.

In addition to the full induction of new staff, current staff receive regular updates on the best practice for meeting the needs of students with SEND. We offer our internal training sessions for Teaching and Learning on a Wednesday afternoon. We are also part of the Leicester's Teaching School and members of staff are able to attend courses ran in an area which will enhance their learning. All relevant staff receive training on any specific impairments to support the students they are supporting.

All SEND staff received high quality training, cascading good practice to the rest of the staff. We have strong links to the Learning, Communication and Interaction Team at Leicester City Council who also support our staff with bespoke training.

## What other agencies might be involved to support students with SEND?

Avanti Fields School participates fully with all external agencies to ensure students' needs are best met. We may access additional support from the following services:

- Education Psychology Service
- School Nurse
- Child & Adolescent Mental Health Services
- Learning, Communication and Interaction Team
- Social, Emotional and Mental Health Team
- Visual Impairment Services
- Hearing Impairment Services
- Occupational Therapy

## Who should I contact if I have a complaint about the School's SEND provision?

Should parents/carers have a wish to complain in respect to the provision made for their child on the SEND register, they should, in the first instance, [contact the SENDCo directly](#). Every effort shall be made to understand the nature of the complaint and measures taken, where possible to recognize the validity of the complaint and where necessary or possible, adopt an alternative working practice.

[You can find our complaints policy here.](#)

## What is the Local Offer and where can I find out more about it?

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of school and will include services and support provided by private and voluntary sectors, as well as the Council and National Health Service.

Leicester's Local Offer is aimed at providing better support and services for children and young people with special educational needs.

[Please click here to see Leicester's Local Offer.](#)