



**Avanti Gardens School**  
**Special Educational Needs and Disabilities (SEND)**  
**Information Report**

*SEND Information Report - September 2024- Nicola Rogers- Assistant Principal and SENDCo*

*Review date: September 2025*

**This is a report on how we support children and young people with Special Educational Needs and Disabilities (SEND) at our school. We also have a SEND Policy which can be found on the Avanti Gardens School website or by asking for a copy for the school office.**

Avanti Gardens is an Academy and part of the Avanti Schools Trust. We deliver an educational journey from the age of 4 to 11 that promotes each child's development, both academically and pastorally, to ensure confidence and ambition. We are fully inclusive and believe that every child, regardless of any Special Educational Needs and/or Disabilities (SEND), should be given the opportunity to reach their full potential and be supported to access the whole of the curriculum on offer, in accordance with the 2014 SEND Code of Practice.

Our philosophy is that education should provide each and every pupil with the core skills needed to achieve academic excellence through a diverse and rich programme of study that has holistic development at its core. We ensure that our Admissions Policy does not discriminate against children who have been identified with a Special Educational Need or Disability.

### **Definition**

The SEND Code of Practice (1.xiii-xiv) defines SEND as:

***A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.***

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.

## **Legislation and Guidance**

This 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 coordinators (SENCOs) and the SEN information report.

In Bristol, this forms part of a Local Offer (LO) and details about our SEND provision, and that of other schools and agency provisions, will be found under a dedicated Local Offer website found [here](#).

### **What areas of SEND that are provided for at Avanti Gardens?**

The Code of Practice refers to four broad areas in which your child's needs may fall. However, these are not definitive categories in which to 'place' children. These areas are:

- Cognition and Learning needs, for example, dyslexia
- Communication and Interaction needs, for example, Autistic Spectrum Disorder and speech and language differences
- Sensory and Physical needs, for example, hearing difficulties and sensory processing differences
- Social, Emotional and Mental Health needs, for example, attention deficit hyperactivity disorder (ADHD)

### **How do we decide if a child has a special educational need?**

We identify pupils and assess their needs by;

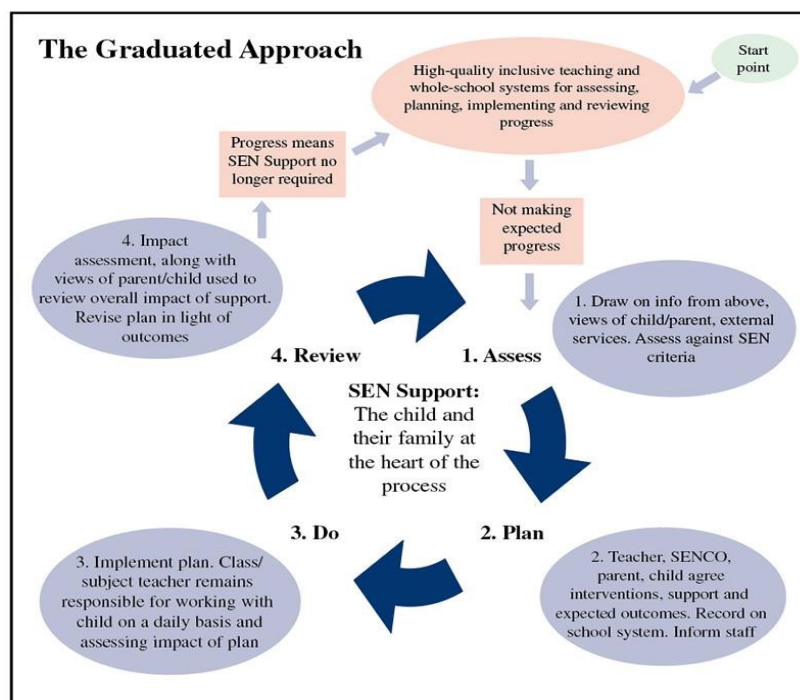
- Listening to your views and concerns.
- Listening to your child's views and concerns.
- Making regular assessments of children.
- Feedback from staff.
- Reviewing intervention impact.
- Monitoring children's emotional, social, and mental-health well-being.
- Information from external agencies, for example Paediatricians and the Speech and Language Service.
- Monitoring pupils' progress in comparison to peers locally and nationally.

Avanti Gardens School criteria for a child potentially being placed on the SEND register:

- Diagnosed / diagnostic pathway for a Special Educational Need
- Consistently slow or no progress in a core area of learning despite intervention and support

- Significant attainment gap between the child and their peer group

We provide a graduated response to Special Educational Needs.



### How do we teach children or young people with special educational needs and disabilities (SEND) and how accessible is our curriculum?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

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

- Differentiated curriculum to ensure it is accessible for example, by grouping, scaffolded resources, differentiated teaching style and content of the lesson.
- Adapted resources and staffing.
- Using recommended aids such as laptops, coloured overlays, visual timetables and larger font.
- Differentiated teaching, for example, giving longer processing times, pre-teaching vocabulary and reading instructions aloud.

We enable children with SEND to access extra-curricular activities by:

- Including parents in any relevant discussions about your child
- We include additional adult support
- We follow advice from other professional and / or advisory service
- Completing risk assessments
- Encouraging all pupils to attend residential trips
- Encouraging and monitoring the attendance of SEND pupils to after-school clubs

- All pupils are expected, encouraged and supported to take part in sports days, World Book Day, etc.
- No pupil is excluded from taking part in these activities because of their SEN or disability.

### **How accessible is our school environment?**

- Level or ramp access is available to ground floor rooms.
- Wheelchair accessible with lifts access to first floor rooms in most buildings
- Several intervention rooms for small group or individual support
- Break and lunch times are supervised by Teaching Assistants and a member of the Senior leadership Team, so there is always an adult available that your child knows
- Accessible toilets across the site
- We use Personal Emergency Evacuation Plans (PEEP) to support pupils who may have a physical or language difficulty, to leave the school buildings and / or area in case of an emergency.
- Our Accessibility Plan is committed to providing an accessible environment.

### **What happens if a child or young person needs specialist equipment, services, or support?**

The school distributes its resources according to priorities for supporting the different needs across the school. If a child has a specific SEND, it may be the case that the school applies for high needs block funding (Top-Up), which may provide some additional funding from the Local Authority to support the child within the day. This funding will be used to provide additional resources that are appropriate for that child. If a child is thought to need specialist equipment, services, or support, then a referral will be made by the school to the appropriate outside agency. If the support required is more complex, this may result in an Education Health and Care Plan application being made to the Local Authority.

### **How do we make sure children or young people with SEND do well?**

Children's progress is continually monitored by class teachers. Their progress is reviewed formally through three assessments cycles per year. We evaluate the effectiveness of provision for pupils with SEND by:

- Monitoring progress through an assessment cycle
- Observations
- Feedback from parents and staff
- Pupil feedback
- Reviewing the impact of interventions which run for set amount of times
- Using Provision Mapping and Individual Learning Plans (ILPs)
- Reviewing pupil's individual progress towards their goals
- Holding Annual Reviews for pupils with Education Health Care Plans (EHCPs)
- Parents are also updated during parents evening and reports which shows levels of attainment and targets for all children.

### **What specialist training or 'experts' are accessed by the school?**

At Avanti Gardens, our Safeguarding team work closely with the SEND Team.

- Harry Penny is Principal and is a Deputy Designated Safeguarding Lead (DSL). He holds Post Graduate Certificate in Special Educational Needs (NASENCo Award)
- Matthew Newman is Assistant Principal and is a Deputy Designated Safeguarding Lead.
- Nicola Rogers is Assistant Principal and is the Designated Safeguarding Lead. She holds a Post Graduate Certificate in Autism Spectrum Disorders and Social Communication Disorders. She also holds a Post Graduate Certificate in Vulnerable Learners and Inclusion
- Two Teaching Assistants are training for the Emotional Literacy Support Assistant (ELSA) qualification in 2023-2024
- Eve Penberthy is the SENCo assistant.

All our teachers hold Qualified Teacher Status.

We access specialist services to support the school, its pupils, and their families. These include:

- Speech and Language Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Primary Mental Health Service
- Educational Psychology Service
- School nurse
- Hearing Impairment and Visual Impairment Teams
- Social Services

### **How do we support the wellbeing of children or young people with SEND?**

Our children's well-being is of paramount importance to us and we strive to offer excellent pastoral support for pupils and their families. We work with outside agencies and professionals to support our pupils and families, such as the Early Help Team.

We have a comprehensive Personal, Social, Health, Citizenship and Emotional (PSHCE) curriculum, which promotes children's good health and well-being.

We have the highest expectations of all pupils so that their achievement academically, creatively, personally and socially is the highest it can be. We aim to prepare all pupils to become confident, kind, caring global citizens who develop a love of learning. We are committed to character formation developed by a curriculum that challenges pupils to reflect and think for themselves. We will provide a warm and welcoming environment for all children through positive and uplifting experiences.

There are many staff who are first aiders and trained to administer medicines and deal with other specific medical or selfcare needs that children might have.

We regularly monitor attendance so that any issues are quickly identified and support is put in place where required.

Our [Behaviour Framework](#) and [Anti-Bullying Policy](#) are based on the belief that all pupils have the right to learn in a secure, safe and stimulating environment. Avanti Gardens School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs. These policies aim to develop an acceptance of responsibility for their own behaviour, in all pupils. They also identify ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

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### **How do you support children and young people with transition or 'moving on'?**

- Before children move into their new classes in September, they have the opportunity to meet their new teachers and to experience some time in the new class.
- Meetings are held between teachers, settings, parents, and external professionals, where appropriate
- If your child is moving within the school year, we will share information with the school or other setting the pupil is moving to.
- We receive the Bristol Transfer document from most Early Years settings, so that we already have information regarding our new Reception intake before they begin in September.
- Children who are moving on to a Secondary School will have the opportunity to visit their new School. Transition meetings will also be held between the two school's staff, to ensure that any specific needs and requirements are communicated.

### **What should you do if you disagree with us and want to make a complaint?**

There are times when parents may disagree or oppose the view held by the school about a child. In the first instance, we would encourage parents to talk to the class teacher or SENDCo to see if the issue can be resolved. You can refer to the Trust's Complaint Procedure document [here](#).

### **Who do I contact for more information?**

If you would like to find out any further information about how we support SEND within our school, please contact: Nicola Rogers- SENDCo, through the school office.

If you would like further information about support for children and young people and their families in the local area, you can access the Bristol Local Offer [here](#).

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