



AVANTI HOUSE SECONDARY SCHOOL

SEN INFORMATION REPORT 2024-2025

**NOVEMBER 2024
ASSISTANT PRINCIPAL SENCO
MR LEWIS JENKINS**

AHS SEN INFORMATION REPORT 2023-2024

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 House Secondary School. It needs to be read in conjunction with our full SEN Policy and the Local Authority Offer (<https://www.harrowlocaloffer.co.uk/>).

Please note that this information report and our SEN Policy are not static documents but represent work in progress. As part of our process, staff, student and School Stakeholder Committee, are involved in the composition of this report and policy as well as the Avanti Schools Trust.

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HOW THE SCHOOL MEETS A RANGE OF SEN

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” (6.12)

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At Avanti House Secondary School we have a wide variety of strategies and mechanisms for meeting an extensive range of special educational needs. The school provides SEN support via high quality teaching and adaptations in class and where appropriate there will be specialist TA support in class; in targeted withdrawal groups and intensive 1-1 individual support.

HOW THE SCHOOL IDENTIFIES AND ASSESSES SEN

All teachers are responsible for ensuring any potential SEN is identified as rapidly as possible. Once concerns are raised, the SENDCO will ensure that students are assessed as required and strategies are put into place to support the student.

At the start of Year 10 students whose 'normal way of working' is to have extra time for their assessments will be formally assessed by an external assessor who is known to the school. These results, which are accessible on the SEN register, will be used as evidence for exam concessions in public examinations and to target provision and differentiation to meet pupils' needs.

Across the school, students are referred for assessment, support and monitoring through a 4-stage model of identification, assessment, intervention, review.

THE NAME AND CONTACT DETAILS OF THE SENDCO (MAINSTREAM SCHOOLS)

Assistant Principal
SENDCO – Mr Lewis Jenkins
Lewis.jenkins@avanti.org.uk

Inclusion Manager
Paula Soiza
Paula.soiza@avanti.org.uk

HOW THE SCHOOL WORKS WITH PARENTS

We have a wide variety of methods for working positively with parents / carers. These include:

- A regular cycle of parents eveningsto report on student progress
 - A regular cycle (3 per year) of reportson progress in all subjects
 - Year 6 into 7 transition intakeparent meetings
 - Year 7 settling in meeting.
 - Year 9 – KS4 options meeting
 - Year 11 into 12 transition intakeparent meetings
 - Parenting classeslooking at differentareas of parentalsupport (through HarrowCouncil – EarlySupport)
 - Annual Review meetings for those studentswith an EHCP
- Regular updatesfrom Tutor, Subjectteachers, Progress Leads, Head Pastoral. Teaching Assistants and / or Key Worker (where appropriate).

All in year admissions have an in depth induction interview with the relevant Progress Lead and if required Head of Pastoral(DSL), Assistant Principal (SENCO),

The SENCOand Inclusion Manager will also be available to discuss more serious concerns / issues and offer advice.

All form tutorsand subject teachers will be fullyaware of students on the SEN register and can offersupport as per the school systems.

THE CURRICULUM OFFER FOR SEN PUPILS AND HOW THE SCHOOL DIFFERENTIATES

As an inclusive school we are fully committed to ensuring that all students have full access to the mainstream curriculum. Extensive work takes place to ensure the organisation of our curriculum offer ensures that no child is excluded or disadvantaged owing to special educational needs.

Where possible, students are supported in class to provide greatest access to the curriculum. Some students may be withdrawn from class so that targeted teaching can take place. These arrangements are usually short term, flexible and monitored, so those students do not lose their entitlement to the curriculum. Students who have personal tutors may be withdrawn from lessons on a more regular basis, to follow specific individual programmes (as outlined in their statement).

If students are withdrawn from classes for Interventions or targeted support the teaching assistants will liaise closely with subject staff to ensure students do not miss vital areas of the curriculum.

AN EXAMPLE OF THE SCHOOL'S PROVISION MAP FOR SUPPORTING THE NEEDS OF PUPILS WITH SEN

We have recently moved from a manual to digital provision map and are currently using Arbor.

THE SCHOOL'S APPROACHES TO TEACHING AND LEARNING FOR PUPILS WITH SEN

We believe that all students need the very highest quality of first wave teaching to meet all needs which is even more critical for students with special educational needs. All classroom teachers are expected to plan learning using the full range of differentiation techniques and to monitor progress regularly and accurately, addressing any gaps in learning. For some students with special educational needs (those with an EHCP), the decision is made to supplement Wave 1 provision (high quality teaching) with TA support in class. TAs and classroom teachers work closely in joint planning.

We make full use of new technologies where possible to aid learning such as chrome books, laptops, tablets and reader pens.

Following the Graduated Response, we also may feel it is necessary to withdraw individuals or small groups for intensive support to ensure access to the curriculum. Such withdrawal is carefully planned to ensure minimal disruption – the length of time for the withdrawal will depend on the level of need and progress made.

Full detailsof the School Offer are available in our SEND policy. Other relevant policies (available on the school website Policies section) include:

- Equality
- Anti-Bullying and Cyber-bullying Policy
- Supporting Pupils with Medical Concerns
- Child Protection and Safeguarding Policy and Procedure
- Accessibility Plan

ARRANGEMENTS FOR PREPARING FOR TRANSITION EXPERTISE AND TRAINING OF STAFF

We take the training of all our staff very seriously. 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 sessions on a Wednesday afternoon. We are also part of the Harrow Teaching School Alliance and members of staff are encouraged to apply to attend a course in an area which will enhance their learning. All relevant staff receive training on any specific impairments to support to the students they are supporting.

All SEND staff receive high quality training, cascading good practice to the rest of the staff. We have strong links with the Sensory Communication Team in Harrow who also support our staff with bespoke training.

ENGAGING WITH THE WIDER CURRICULUM, FOR EXAMPLE SPORTS OR ARTS PROVISION

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 carefully that students with SEND are well represented in such enrichment and are encouraged to attend.

This also applies to our Sports provision and we offer a full programme of inter school ,Borough competitive forums .

PASTORAL CARE FOR PUPILS WITH EMOTIONAL AND SOCIAL SENDS

As detailed above all students with an EHCP have on the SEN register have access to the full range of Pastoral staff as well as a team of staff focused on student well-being who provide regular support. This pastoral care is carefully co-ordinated with regular information sharing at weekly Progress Meetings

ARRANGEMENTS FOR PUPILS WITH SEND WHO ARE LOOKED AFTER CHILDREN

In addition to the Key Worker, the Designated Teacher for LAC (**Mr Moniyhan**) leads on all PEP meetings and Care Reviews to ensure appropriate support is in place to ensure aspirational targets are being made and met.

LINKS WITH EXTERNAL AGENCIES

The school participates fully with all external agencies to ensure students' needs are best met. Below is list of such agencies:

- SENARS ☐
- Educational Psychology service ☐
- CAMHS and Harrow Horizons ☐
- Early Intervention Service ☐
- School Health ☐
- Audiology ☐
- Speech and Language Therapist ☐
- Advisory Teachers of the Visual Impairment Team ☐
- Advisory Teachers of the Hearing Impaired team. ☐
- ASD support and ASD advisory team ☐
- Kids Can Achieve ☐
- CAAS - ADHD and Autism Support, Harrow ☐
- Harrow Horizons ☐

HOW TO MAKE COMPLAINTS

Should parent/s or carer/s have a wish to complain in respect to the provision made for their child on the SEN Register, they should, in the first instance, contact the SENDCo. Every effort shall be made to understand the nature of the complaint and measures taken, where possible to recognise the validity of the complaint and where necessary or possible, adopt an alternative working practice.

Where parent/s or carers/s believed that their complaint has not been dealt with by the SENDCo as they may have hoped, complaints should be addressed to the Principal. Partnership with Parents can also advise parent/s or guardian/s in respect to the provision and assessment for meeting their child's SEN.

For complaints not related to the meeting the pupil's SEND ,reference should be made to Complaints Procedure.

HOW THE SCHOOL CONTRIBUTES TO THE LA'S LOCAL OFFER

**1. WEBLINK TO THE LA LOCAL OFFER FOR
ACCESSIBILITY TO PARENTS/CARERS**

**2. HOW PARENTS AND YOUNG PEOPLE
CAN REQUEST AN ASSESSMENT FOR AN
EHC PLAN**

**3. ARRANGEMENTS FOR TRAVEL TO AND
FROM SCHOOLS, POST-16 INSTITUTIONS
AND EARLY YEARS PROVIDERS**

a. Weblink -<https://www.harrowlocaloffer.co.uk/>

b. Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS

The school receives funding to respond to the needs of pupils with SEN from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is funding devolved to schools to support them to meet the needs of pupils with SEN.

For those pupils with the most ,the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation

3. The Pupil Premium funding provides additional funding for pupils who have claimed Free School Meals at any time in the past six years, who are in the care of the local authority, who are adopted or whose parents are in the Armed Services.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.

Area of needs	Whole school ethos and practice	Possible focused support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHC
social, mental and emotional health needs	<ul style="list-style-type: none"> Consistent application of the school's behaviour policy A positive supportive and nurturing environment PSHE curriculum 	<ul style="list-style-type: none"> Identification and assessment in school Additional advice and support from outside agencies Adaptations to the curriculum to secure engagement Support to build relationships and engage Additional Support to overcome barriers to social inclusion Signposting to Counsellors or other services (if required) to overcome barriers to social inclusion Social Skills programs 	<ul style="list-style-type: none"> Interventions are implemented, reviewed and revised Work with parents to refer to CAMHS Targeted intervention to promote social skills and emotional resilience Adaptations to physical environment e.g. time out, use of Tranquility Room Monitoring and support in unstructured time e.g. breaks/ lunch Behaviour Management Plan/Pastoral Support Plan School counsellor Wellbeing strategic plan to include progress leads, mental health first aiders, safeguard leads and counsellor.
speech, language, communication and interaction	<ul style="list-style-type: none"> Training for staff to meet the diversity of communication language skills Strong emphasis on speaking and listening and phonics teaching Communication friendly learning environment 	<ul style="list-style-type: none"> Small group literacy intervention Small group phonic support Personalised support within the class SALT interventions delivered by the school SEN team and the Hearing Impaired Advisor (if required) 	<ul style="list-style-type: none"> Access to small teaching and learning groups Additional in class TA support If have EHCP Alternative communication systems Access to personal ICT/ adapted ICT Equipment Speech & Language Therapy planned and delivered by a qualified therapist. Carry forward sessions in school by inclusion team. Advice and support via Autism outreach team
Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> Differentiation of the curriculum and teaching Teaching resources are accessible and appropriate Multi-sensory approach to learning Interactive environment 	<ul style="list-style-type: none"> Curriculum is adapted to meet the needs of pupils Targeted intervention programs Specific goals- short steps Differentiated resources are provided as appropriate Learning support via in school SEN team 1:1 reading alongside intervention programs Access to personal ICT/adapted ICT equipment alternative methods of recording 	<ul style="list-style-type: none"> Access to small teaching and learning groups Additional in-class TA support Additional specialist teaching support Educational Psychology assessment / support Access to personal ICT/ adapted ICT equipment
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)	<ul style="list-style-type: none"> Support from Communication Support Team Referrals to Harrow Hearing Impaired Service or Visual Impaired Service Provision of specialised equipment Curriculum is adapted Seating position within class prioritised. 	<ul style="list-style-type: none"> Modified learning environment Learning support Occupational Therapy and Physiotherapy from experienced TAs working from Therapy plans (if required) Mobility and care plan management Liaison with a range of medical professionals as needed assistance via School Nursing Team 	<ul style="list-style-type: none"> Individual protocols and plans for children with significant physical and or medical needs Additional resources to reduce individual barriers to learning Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants (if required) Access to external advice and assessment Advice and outreach from Sensory Team
Autistic spectrum	<ul style="list-style-type: none"> Structured day Positive behaviour management Management strategies Learning style understood Differentiation within lessons 	<ul style="list-style-type: none"> Curriculum modified to take account of learning styles Individual coaching and support from the class teacher and our SEND Team Use of appropriate resources e.g. visual timetables, social stories, work stations. 	<ul style="list-style-type: none"> Key TA Small group targeted intervention. ICT used to reduce barriers Alternative communication systems Advice and intervention from Centre for ADHS & Autism Support (CAAS)

SEN Status	No. of Students	% of SEN Students with this Status	% of Students with this Status
Education, Health and Care Plan	37	33.33%	2.52%

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Attention Deficit (Hyperactivity) Disorder	13	7.78%	1.09%
Anxiety Disorder	1	0.6%	0.08%
Auditory processing disorder	1	0.6%	0.08%
Autistic Spectrum Disorder	25	14.97%	2.1%
Dyslexia	18	10.78%	1.43%
Hearing Impairment	9	5.39%	0.76%
Moderate Learning Difficulty	30	17.96%	2.52%
Multi-Sensory Impairment	3	1.8%	0.25%

Obsessive compulsive disorder	1	0.62%	0.08%
Other Difficulty/Disability	9	5.56%	0.76%
Profound and multiple learning difficulty	1	0.6%	0.08%
Physical Disability	6	3.59%	0.5%
Sensory processing disorder	1	0.6%	0.08%
SEN Support, No Specialist Assessment	6	3.59%	0.42%
Severe Learning Difficulty	2	1.2%	0.17%
Social, Emotional & Mental Health	29	17.37%	2.44%
Speech, Language and Communication Needs	42	25.15%	3.53%
Vision Impairment	8	4.94%	0.67%

