



AVANTI PARK SCHOOL

21st April 2023

SEND Newsletter Summer Term 1

We thought it would be helpful for the bulletin to provide parents with information about our approach to supporting pupils with SEN. This week I'm sharing with you an outline of what we refer to as our **graduated response**. Expect another newsletter next term.

The Graduated Response to Special Educational Needs (SEN)

At Avanti Park School we offer an inclusive approach to teaching and learning. All children receive high quality teaching, which is supported by the rich and exciting CUSP resources we use.

The Special Educational Needs and disability code of practice states that this "Universal high-quality teaching" is the first important step in responding to pupils who have, or may have, a special educational need.

Through assessment and observation, teachers monitor the progress that pupils make and identify pupils whose progress is a concern. Class teachers will share concerns with parents or parents may wish to share their concerns with the school. These concerns are discussed at our termly pupil progress meetings, where teaching teams meet with school leaders and the SENDCO.

Concerns about pupil progress are addressed through a graduated response which involves planning adaptations to teaching, then revisiting and revising these adaptations. These adaptations may include extra support in class, small group work, adapted tasks or differentiated work. Staff monitor the effectiveness of the adaptations and for many pupils this leads to improved progress.

For pupils who do not make improved progress, further information will be gathered to develop a better understanding of their needs and how best to support them. Class teachers and/or the SENDCO will involve parents and gain their input. At this stage, more specialist screening tests and assessments will be used to identify specific barriers to learning.

For pupils who are identified as having a special educational need, a personalised learning plan will be created by staff, parent and pupil. The plan will detail support and interventions, as well as setting SMART targets to be reviewed after an agreed time. This

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assess, plan, do, review cycle will be used to refine adaptations and create an increasingly effective plan for supporting the child to make good progress.

For the small number of pupils who still do not make progress, despite identification of needs and targeted additional support, an Education, Health and Care needs assessment may be required. By this time, the graduated response will ensure that we have accumulated a significant amount of evidence about the pupil's strengths and needs as well as what works to support them.

Inclusion Coffee mornings

The SEN team would like to invite you into school to find out more about the work we do with your children.

- Tuesday 9th May - 10am – meet Aurora Reid, the Avanti Schools Trust lead for Inclusion
- Wednesday 21st June 9.15 – Supporting pupils with ADHD
- Thursday 6th July 2pm – Emotionally based school avoidance