



AVANTI PARK

SEN policy and information report

Approved by: Avanti Trust Board **Date:** 29th January 2021

Last reviewed on: September 2023

Next review due by: September 2024

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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 receive support to overcome barriers to learning across the four broad areas of need; cognition and learning; communication and interaction; social, emotional and mental health, 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 SEND 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 **Jane Smalley** (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.
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- 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
- Deploy and instructs teaching assistants in the appropriate areas

4.2 The SEN governor

The SEN governor **Sadie White** will:

- Help to raise awareness of SEND 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 SENDCO 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 SENDCO and SEND governor to determine the strategic development of the SEND 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 SENDCO 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 Condition, 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.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry. 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

Concerns about pupil progress are addressed through a **Graduated response** which involves planning adaptations to teaching, then revisiting and revising these adaptations. Our school graduated response is based on **The Somerset Graduated Response Tool**, devised and promoted by the Local Authority <https://tinyurl.com/Graduatedresponseupdate23>

Through assessment and observation, teachers monitor the progress that all 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.

- Initial concerns are recorded on our **Quick checker** forms which help staff identify the broad area of need.
- Teachers then refer to our **Universal strategies and provision** documents. These documents support teachers to adapt their teaching to remove barriers to learning that the pupil may face.
- These adaptations, initially lead to **Quality First Teaching**, which may include adjustments made in class, focussed support or adapted tasks. Teachers will monitor the effectiveness of the adaptations and for many pupils this leads to improved progress.
- Concerns about progress will also be discussed at our termly **Pupil Progress Meetings**, where teaching teams meet with school leaders and the SENDCO. 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 may be used to identify specific barriers to learning.

Avanti Park is using a system entitled Provision Map with allows us to closely monitor and track pupil needs.

If a pupil does not make progress following the graduated response, we may seek an 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 pupil's 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 SENDCO 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 assess, plan, do reports and assessments.

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 which 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 Precision teaching, Individual Literacy Intervention and Nessy Learning
- › Social skills interventions such as Talkabout for children and teenagers
- › ELSA (Emotional Literacy Support Assistant) support sessions
- › Forest school and gardening 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

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:

- › Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and strategies etc.

- Adapting our resources and staffing
- Using recommended aids, such as Chromebooks, coloured overlays, visual timetables, larger font, fidget toys, wobble cushions, 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 teaching assistants who are trained to deliver interventions such as Lightning Squad, 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 assistant remain consistent with classroom/pupil they are initially assigned to help keep constancy 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
- Physiotherapist
- 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
- Somerset Virtual School
- Alternative Provisions (Stowford Education Centre, Larkrise Community Farm, Wiltshire Outdoor Learning)
- Somerset Inclusion SEN support services

5.9 Expertise and training of staff

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

The SENDCo is ably supported by **Clair Cotton** our Assistant SENDCO. Jane and Clair deliver in-house training on a number of topics to help upskill the teaching team.

We have a team of teaching assistants, and one higher level teaching assistant (HLTA) who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

Avanti Park is always working to improve the facilities and resources available pupils with SEND. The resources and equipment will be 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 SENDCO

- > Using the Provsion 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)

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 on the Avanti Park website.

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 gardening 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
 - NHS Child and Adolescent Mental Health Service (CAMHS) or Paediatricians, through the Single Point of Access (SPA)
 - NHS Speech and Language Therapists (SALT) and Occupational Therapists (OT),
 - Somerset Inclusion Services (SSE) including Educational Psychology team
 - Children's Social Care including Family Intervention Services (FIS), Children's Autism Outreach Team (CAOT) .
 - Frome Learning Partnership (Parent family Support Advisors)



Most of these services are accessed by completing an Early help assessment (EHA). When appropriate, we can organise multi-agency meetings, (such as Team Around the Family or TAF) which include Social Care, or Family Support Services to discuss a pupil's needs 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 – Jane Smalley 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 is available on the school's website

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

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCO, Jane Smalley, **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.