



AVANTI SCHOOLS TRUST

**Special Education Needs &
Disabilities Policy**

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Summer 2023

Review date: Summer 2025

SPECIAL EDUCATION NEEDS AND DISABILITIES POLICY

This Policy is a Category 1 Policy (Full Delegation)

This policy is in force until further notice from:	Summer 2023
This policy must be reviewed by no later than*: <i>*this refers to the term in which the Policy must be reviewed by the appropriate Committee for recommendation to the Board.</i>	Summer 2025
Policy Author(s):	School Improvement Lead
Date policy reviewed by Committee and Minute reference	Learning, Teaching and Standards Committee: 28.06.23 (Minute reference 56.4)
Date Policy approved by the Trust Board and Minute reference	12.07.23 (Minute reference 151.5)
Location of publication of policy:	Governor Hub/ AST Website/ Internal Records and Intranet

1. Aims

1.1. Our SEN/D policy and information report aims to:

- Set out how schools in the Avanti Schools Trust will support and make provision for pupils with Special Educational Needs and/or Disabilities (SEN/D).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN/D.
- Outlines the working parameters (assessment of SEN/D) in relation to EHCP.

2. Compliance

2.1. This policy complies with the statutory requirement laid out in the 0-25 SEND Code of Practice (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 SEND Code of Practice 0-25 (2015)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Schools' SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014.
- The National Curriculum in England Sept 2013.
- Accessibility Plan.
- Teachers Standards 2012.

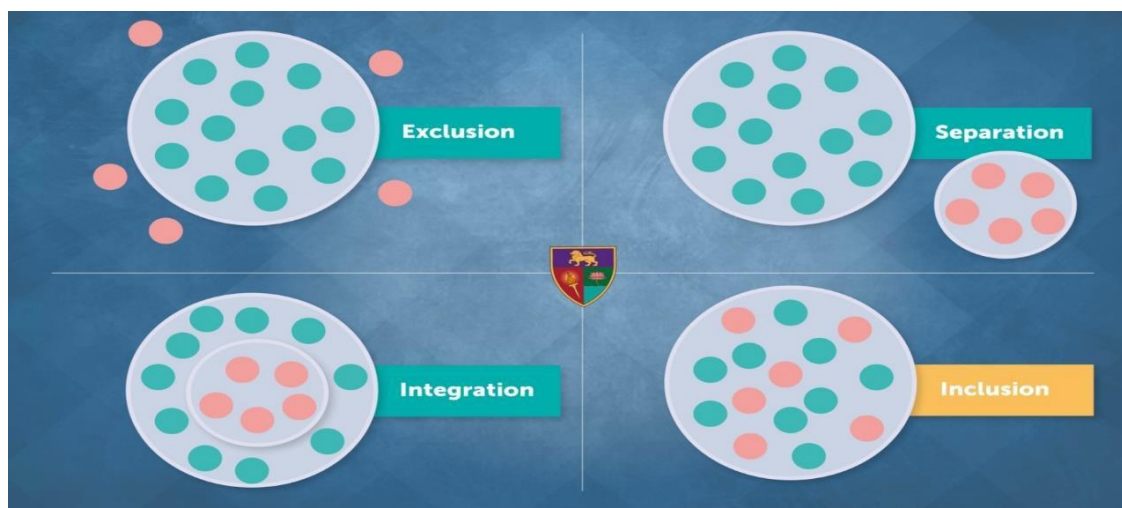
This policy also complies with our funding agreement and articles of association.

3. Introduction – The Avanti Way

3.1. Avanti Schools supports each person's life journey along three parallel paths: Educational Excellence; Character Formation and Spiritual Insight. The Avanti Trust Schools are inclusive schools, where we value the abilities and achievements of all our pupils. We aim to help each person to become a well-rounded human being through intellectual, moral and spiritual growth and so make the world a better place. We believe and ensure all pupils are entitled to have access to a broad, balanced and appropriate curriculum to support their individual needs and achieve the best outcomes. We recognise that some pupils will require additional support in

order to overcome barriers to achievement and participation and that pupils with Special Educational Needs and Disabilities (SEN/D) may be such a group.

3.2. Avanti's approach to inclusion



The ethos of our schools, driven by our values and adopted by all staff, will be inclusive. We place a strong value on both academic achievement and personal development. We believe that pupils should achieve their full potential, learning alongside their peers within a nurturing environment. We will work diligently with pupils, teachers, and parents/carers in order to ensure that all pupils with SEN/D receive a rich curriculum, which reflects their individual needs and aspirations. There will be a clear focus on teaching and learning within each school with a commitment to developing well-rounded, young people who are happy and responsible for shaping their own purposeful futures. We believe that the entitlement to an inclusive, broad, balanced, relevant and differentiated curriculum is a right for all and should not be constrained by age, gender, religion, race, disability, special education need or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment, in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment.

4. Definitions

4.1. In line with the SEND Code of Practice, Avanti Schools Trust defines SEN/D in the following ways:

- A significantly greater difficulty in learning than the majority of learners the same age

Or:

- A disability which prevents or hinders learners from making use of educational facilities of a kind generally provided for learners of the same age in schools within the area of the local education authority.
- 4.2. Where a learner has a disability or health condition that requires special educational provision to be made, they will be covered by the SEN/D definition. Learners must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
- 4.3. The Equalities Act (2010) defines disability as a “physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.” The legal definition of disability is not the same as the definition of special educational needs. Consequently, it is possible to be disabled and not have SEN, and vice versa, It is also possible to be both disabled and have SEN. As advised in the SEN Code of Practice (2015), Avanti Schools Trust accepts that a medical diagnosis may mean that a pupil may be termed as having a disability but not necessarily having a special education need.
- 4.4. Pupils with SEN and/or Disabilities admitted to Avanti Trust Schools could have difficulties with one or more of the following:
- Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical
- 4.5. The Revised Code of Practice (2015) sets very clear expectations that:
- SEN/D is integral to the workings of a school and not an additional after thought.
 - All teachers are teachers of SEN/D.

5. Roles and Responsibilities

- 5.1. The SSC will:
- Appoint a SEN/D SSC Lead.
 - Ensure that the school uses its best endeavours, making reasonable adjustments, when necessary, to meet the needs of the pupils with SEN/D.
 - Have regard to the SEND Code of Practice (2015) when carrying out its duties in relation to pupils with special educational needs.

- Ensure that all SSC members are up to date and knowledgeable about the school's SEN/D provision, including how funding, equipment and personnel are deployed.
- Ensure the appointment of an appropriately qualified SENDCo.

5.2. The Principal

The Principal, as line manager for Inclusion, is responsible for embedding a culture of research into teaching and learning, to ensure that high quality teaching is based on what works in the school, across the Trust as well as nationally. They will have overall responsibility for the provision and progress of pupils with SEN/D.

5.3. The role of the SENDCo in the school is to:

- Ensure the day-to-day implementation of the SEN/D policy and the deployment of Teaching Assistants across the school.
- Provide advice to staff teaching and supporting pupils; liaise with relevant staff and where necessary support in the completion of Individual Learning Plans (ILPs) for pupils.
- Advise on the graduated approach to providing SEN/D support, for example by working alongside staff to assist them in identifying, assessing and planning for pupils' needs and monitoring expected progress.
- Liaise with parents/carers of pupils with SEN/D and with the Designated Safeguarding Lead Team where a looked after child/young person has SEN/D.
- Oversee and maintain resources for SEN/D.
- Liaise with external agencies and be a key point of contact for them, including the local authority and its support services.
- Contribute to discussions about the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Contribute to, and where necessary, lead the continuing professional development of staff.
- Monitor, evaluate and report on the provision for pupils with SEN/D to the Principal and the SSC and work with them to ensure that the school meets its responsibilities under the Equality Act (2010).
- Co-ordinate the range of support available to pupils with SEN/D ensuring that the school keeps the records of all pupils with SEN/D, including provision mapping.
- Annual Review and Individual Learning Plans.
- Ensure that examination access arrangements are in place as required (if relevant) for pupils for whom there is evidence of need, and that arrangements are made as necessary for formal assessment as defined by school policies.
- Oversee and maintain the school's SEN/D Information Report.

5.4. Class/Subject Teachers

The teacher is responsible for the progress of every pupil in their class through “Quality First Teaching”, including pupils who require SEN/D Support (K) and those with an Educational Healthcare Plan (EHCP/E).

All teachers will have high expectations of and aspirations for all their pupils. The teachers ensures that SEN/D pupils make progress through specific strategies as identified in individual learning plans (ILPs), careful planning and provision e.g. scaffolding classwork, pre-teaching, targeting support.

The subject specialist teacher has the responsibility for scaffolding learning for the pupils they teach, based on strategies identified in ILPs, including any appropriate subject interventions required to remove barriers to success.

In addition, each class teacher is responsible for:

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and the next steps of action for the child/young person.
- Working with the SENDCO to review each pupil’s progress and development and decide on any changes to provision.

5.5. Teaching Assistants

Teaching Assistants (Tas) contribute significantly to the pupil’s learning experience in school, in the classroom and beyond. TAs are an integral part of the workforce and Avanti Schools Trust values their development. Where possible, schools should seek to deploy TAs in areas of subject expertise and avoid the “helicopter TA” model, where they work solely with one pupil. The Trust and individual schools should provide adequate CPD and planning time.

They are there to support/reinforce the teaching and will endeavour to remove barriers to learning. Alongside the teacher, they will use the curriculum plans and Individual Learning Plans (ILPs) to set ambitious “mini goals” and then scaffold them to achieve them working on the principle of “the least help first” in order to encourage independence.

Further detail on TA and TA/Teacher practice is set out in the Learning and Teaching Framework.

6. Main area of SEN/D

6.1. The Avanti Schools Trust currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction. For example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning. For example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties. For example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs. For example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

6.2. An individual pupils' needs may not fall neatly into any one "box" and the Code of Practice (2015) recognises this. Some pupils have other medically diagnosed disabilities, which may impact upon their learning.

7. Identifying pupils with SEN/D and assessing their needs

7.1. We will assess each pupil's current skills and levels of attainment on entry from previous settings and Key Stages. 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 pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

7.2. This may include progress in areas other than attainment. For example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN/D. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

7.3. Before a pupil is added to the SEN/D register, Avanti Schools Trust will undertake a rigorous process as outlined in the Trust's assessment and identification procedures. Pupil's provision and the SEN/D register will be regularly reviewed and where Pupils are deemed to have made good progress and therefore, as set out in the Code of Practice (2015) are no longer defined as having SEN/D, they will be removed from

the register. Parents/Carers will be aware of any changes to their child's SEN/D status. Further details about Individual schools' approaches are set out in their SEN/D Information Report.

8. Consulting and involving pupils and parents

8.1. We will have an early discussion with the pupil and their parents when identifying whether a pupil needs special education provision. These conversations will make sure that:

- The views of the pupil are heard and shared with the relevant agencies.
- 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 pupil.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the ILP and shared with parents/carers.

We will formally notify parents when it is decided that a pupil will receive SEN/D support.

9. A Graduated Approach to SEN/D Support

9.1. The Avanti Trust Schools follows the guidance contained in the SEND Code of Practice (2015). This recommends a graduated approach to SEN/D Support, determined by successive cycles of assess, plan, do, review. The majority of pupils have their needs met by, and are able to make good progress with, "Quality First Teaching" in the classroom. Some pupils, working just below the expected level, may need a short booster or faculty/subject catch-up intervention. These are not SEN/D interventions, and pupils participating in them do not need to be designated as having SEN/D. When, over time, booster or additional faculty interventions do not result in expected progress, or when pupils are known to be performing significantly below expectations over a period of time, they may require additional and different support as their needs may not be fully met from ordinarily available school resources. At this point, in consultation with parents/carers, the School may seek professional advice from external agencies. Where pupils require support, which is above and beyond that of their peers, they will be added to the SEN/D register for extra support.

9.2. The 2015 SEND Code of Practice stipulates a graduated approach to identifying and supporting pupils and pupils with SEN/D Support, which it defines as "a model of action and intervention in early education settings, schools and colleges to help

children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”

- 9.3. At every level, the aim is to match interventions closely to the needs of the individual pupil so that he or she overcomes barriers to achievement.
- 9.4. Teachers are responsible and accountable for the progress and development of the pupils they teach, including those who access Teaching Assistants or specialist staff. At Avanti Trust Schools, the quality of teaching for all pupils is regularly and carefully reviewed, including for those pupils who are at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN/D most frequently encountered.
- 9.5. Where a pupil has an EHCP, the School will carry out an Annual Review which the pupils, their parents/carers, outside agencies, SENDCo and any other school staff as appropriate, will be invited to attend. Pupil’s voice on the personal reflection of their learning experience will be an important factor of this review process. The meeting will focus on the pupils’ outcomes and update recommendations relating to the pupils’ provision or placement. This will be reported back to the local authority.

10. Admission Arrangements

- 10.1. The schools in the Avanti Trust are inclusive mainstream schools. Entry to the schools is through normal admission arrangements via the relevant local authority. In line with the Admissions Code, pupils with EHCPs are prioritised for placement provided that their placement is suitable and that there would be no detriment to the efficient education of other pupils or to the use of school resources, if one of the Avanti Trust Schools were to be named. All pupils in Avanti Trust Schools will be treated according to their needs in line with the Trust policy for equality of opportunity. Reasonable adjustments are made to ensure that all pupils are included under the terms of the Equality Act (2010). If a pupil is transferring to the school with an EHC Plan, the continuation of this support will be negotiated with the appropriate officer of the pupil’s home local authority during the consultation process, in order to ensure that their needs can be met. Any variation to the above will need to be agreed by the Principal in conjunction with the SSC.

11. Working with other agencies

- 11.1. Close links are maintained with the individual school’s “Local Offer” in order to ensure that the school makes appropriate provision for pupils with special educational needs. Where it is necessary to contact outside agencies, the SENDCo

will usually make the necessary arrangements and discuss with parents/carers accordingly.

12. Partnership with Parents/Carers and Pupils

- 12.1. The Code of Practice (2015) is clear that parents/carers of pupils identified with SEN/D must be fully involved and engaged in the assess, plan, do, review cycle: “Where a student is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. Schools should meet parents at least three times each year.” (para 6.65).
- 12.2. Pupils, young people, and parents should always be involved in decision-making. Discussions will allow sufficient time to explore the parents’ views and to plan effectively. Views of the pupil may be gathered before or during the meeting.
- 12.3. Avanti Trust Schools emphasise the importance of involving pupils and developing a strong partnership with parents and carers in order to ensure that pupils have a sense of belonging and are able to achieve their potential.

13. Supporting pupils with Medical Conditions

- 13.1. Avanti Trust Schools recognise that pupils at their schools with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).
- 13.2. In addition, some pupils may have an Education, Health and Care Plan, which brings together health and social needs. The school will ensure that their special educational provision and the SEND Code of Practice (2015) is followed.

Further detail on supporting pupils with medical conditions can be found in the Policy [here](#)

14. Monitoring and evaluation

- 14.1. All schools in the Avanti School’s Trust regularly and carefully monitor and evaluate the quality of the provision offered to pupils through audits, observations, sampling of parents’ and pupils’ views, scrutiny of data relating to progress and attainments and provision mapping tools. The school’s evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

15. Handling Complaints

- 15.1. All schools in the Avanti Schools Trust are committed to taking concerns seriously, at the earliest stage, and aim to resolve any issues without needing formal procedures. However, depending on the nature of the complaint, complainants may wish or be asked to follow the individual school's formal complaints procedure, which is outlined in our Complaints Policy.
- 15.2. All our schools aim to work closely with the parent/carers of children with SEN/D through clear and regular communication.