

SEND Policy and Information Report



Avenue House School

Last reviewed on:	November 2023
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Next review due by:	November 2024
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1. Aims

All staff involved in teaching the National Curriculum or the Early Years Foundation Stage Curriculum take into consideration the special educational needs of individual pupils. Our school is committed to offering a broad, balanced and differentiated curriculum.

- › To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- › To enable all children to work to their full potential and to respect and value their efforts, thereby promoting a positive self-image and sense of worth.
- › To provide access to the National Curriculum and EYFS curriculum at a level that is appropriate to their individual needs.
- › To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- › To establish good home school communication.
- › To involve the pupil wherever possible in the planning and target setting of his/her Individual Educational Plan.
- › To meet the needs of each child through 3 main 'Waves of support' which is a graduated response.
 - Wave One
The effective inclusion of all pupils in differentiated teaching and in an effective learning environment.
 - Wave Two
This is aimed at pupils who can 'catch up' with their peers as a result of intervention with small-group intervention, specific activities and specific teaching materials used. E.g. EAL pupils with additional English support.
 - Wave Three
Individual specific targeted support for pupils identified as requiring SEN support. E.g. OT Support, handwriting workshops, phonics workshops, social stories.
- › To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- › To review needs and provision termly and more frequently when necessary.
- › To request further assessment from professionals (e.g. an Educational Psychologist / SLT / OT) to help in clarifying / diagnosing a need and getting specific recommendations to help future planning and support.
- › To manage budgets and resources for SEN appropriately.
- › To provide educational experiences that are broad, balanced, differentiated and appropriate to their individual needs and that enable them to fulfil their potential as citizens within the community.

Further Objectives

- › To identify and assess pupils who are not achieving as early as possible and offer early intervention.
- › To provide targeted provision for pupils who are identified with SEN following assessment and monitor the impact of this provision regularly.
- › To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- › To increase each pupil's social competence in interpersonal relationships.
- › To decide if specialist advice is required from outside agencies and make appropriate referrals.
- › To determine any resource implications and establish whether they will be provided within school or through external sources.
- › To establish criteria on IEP for monitoring, evaluating and reviewing the effectiveness of the provision in an effort to narrow the gap.
- › To assist the governing body in fulfilling their duties regarding provision for pupils with SEND.
- › To monitor and track pupil progress termly and ensure that all staff share responsibility for every child's provision.
- › Provision for children with SEN Support is a matter for the school as a whole.
- › In addition to the Governing Body, the Head Teacher and Inclusion manager, the SENCO and all other members of staff have important day-to-day responsibilities.
- › All teachers are teachers of children with SEN. At the heart of the work of every class is a continuous cycle of planning, teaching, and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments in specific subjects fall significantly outside the expected range may have SEN and will be put on a watch list. Interventions would be immediately put into place.
- › The school's assessment procedures provide information that is used to identify pupils with SEN as well as through teacher observation and the day to day teaching and learning.
- › The identification and assessment of children whose first language is not English requires particular care. Teachers assess children with EAL at the beginning and end of each term and across year groups using the English Proficiency levels. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or from SEND.
- › No child will be excluded from this school on the grounds of special educational needs in so far as the school can meet the needs of the child.
- › No child will be removed from his/her year group unless recommended by an Educational Psychologist.

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, 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 2 March the Government published the [SEND and Alternative Provision Improvement Plan Right Support. Right Place. Right Time](#) in response to the SEND Green paper that was published in March 2022

and proposed a number of reforms to the special educational needs and disabilities (SEND) and alternative provision (AP) system. The proposals set out in the improvement plan will focus on:

- **fulfil children's potential:** children and young people with SEND (or attending alternative provision) enjoy their childhood, achieve good outcomes and are well prepared for adulthood and employment;
- **build parents' trust:** parents and carers experience a fairer, easily navigable system (across education, health and care) that restores their confidence that their children will get the right support, in the right place, at the right time;
- **provide financial sustainability:** local leaders make the best use of record investment in the high needs budget to meet children and young people's needs and improve outcomes, while placing local authorities on a stable financial footing.

3. Definitions

A pupil has SEN 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 Debbie Monteforte.

She will:

- Work with the Headteacher and SEN governor 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
- 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

4.2 The Headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 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 SENCO 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 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

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry through attaining past school reports, meeting the child and working with / testing the child in reading, writing and Mathematics. The child will also have an 'introductory session' with the class to gauge the suitability of the learning environment. 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

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.

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. 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.

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.

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 SENCO 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.

Avenue House School is committed to ensure every child with SEN has a smooth and well-prepared transition to Secondary School, including meetings with our SENCO and class teacher with the SENCO and staff at the Senior School. TA support to accompany the pupil at transition days, if required can be organised.

Transition workshops using various resources such as a transition toolbox. All previous Pupil Progress Monitoring IEPs are discussed.

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.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The SENCO supports the teacher to create a Pupil Progress Monitoring IEP, which explains a summary of needs, the pupil's specific learning needs, their strengths, their approach to learning, targets decided by the class teacher and SENCO along with assessment criteria. At the end of each term, the progress is reviewed and recorded. The learning support details are explained in the provision map – when, who and how the provision will support the child to make progress or overcome the learning barriers. Other recommendations are also written down and future targets are listed. These targets must be achievable within the stated timeframe.

We will also facilitate and/or provide the following interventions:

- Speech & Language Therapist with Teaching Assistant, following a therapy plan
- Occupational therapy with a Teaching Assistant, following a therapy plan
- Phonics group interventions
 - Wordshark & Numbershark programs
 - Fine and Gross Motor skills integrated into the curriculum
 - Social Stories with a SEN TA
- The Zones of Regulation
- Visual Timetables

5.7 Adaptations to the curriculum and learning environment

We adapt the curriculum and learning environment for pupils with SEN through:

- Use a range of teaching and learning styles
- Differentiated learning materials
- Access to ICT and Technology
- Provide additional in-class support where appropriate
- Provide enrichment and enjoyment opportunities to stimulate and motivate learning
- Use flexible groupings – including small group work and intervention
- Ensure that all pupils have access to the school curriculum and all school activities

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

- To meet the individual needs of each child. We use 3 main 'Waves of Support' which is a graduated response.
 - Wave One
The effective inclusion of all pupils in differentiated teaching and in an effective learning environment.
 - Wave Two
This is aimed at pupils who can 'catch up' with their peers as a result of intervention with small-group intervention, specific activities, and specific teaching materials used. E.g. EAL, pupils with additional English support.
 - Wave Three

Individual-specific targeted support for pupils identified as requiring SEN support. E.g. OT Support, handwriting workshops, phonics workshops, social stories.

› Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, ›

Small class sizes

› Adapting our resources and staffing

› Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font

› Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

› Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.

› To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)

› Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.

› Work in partnership with parents/carers, pupils and relevant external agencies to provide for children's special educational needs and disabilities.

› Make suitable provision for children with SEND to fully develop their abilities, interests, and aptitudes and gain maximum access to the curriculum.

› Ensure that all children with SEND are fully included in all activities of the school to promote the highest levels of achievement.

› Give every child the entitlement to a sense of achievement.

› Use appropriate rewards and sanctions

› Regularly review the policy and practice to achieve best practice.

5.8 Additional support for learning

We have an SEN teaching assistant who is trained to deliver interventions such as Speech and Language Therapy and Social Stories.

Teaching assistants will only support pupils on a 1:1 basis depending on the provision of an EHCP. This support might also be to help a pupil with EAL, a child who needs additional support to understand a concept, a child who requires Wordshark, a pupil who requires transition help.

Teaching assistants will support pupils in small groups for phonics revision or the revision of Mathematical concepts.

We work with the following agencies to provide support for pupils with SEN:

Educational Psychologists

Clinical Psychologists

Speech and Language Therapists

Occupational Therapists

CAMHS

Community Pediatricians

Health Visitors

Physiotherapists

Social Workers

5.9 Expertise and training of staff

Our SENCO has 17 years' experience in this role and has worked as SENCO, Head of pastoral care and has been a class teacher for 25 years.

They are allocated three hours a week to manage SEN provision.

We have a team of four teaching assistants, including one SEN TA who is a qualified teacher. They have experience teaching in a Special Educational Needs school and they deliver SALT and Social Stories sessions.

In the last academic year, staff have been trained in:

SENCO – Debbie Monteforte

- Speech and language Therapy
- Understanding ADHD
- Emotional Regulation
- Interoception Awareness Training
- Certificate in the SEN Code of Practice – The National College.

Year 1 Teacher

- Level 4 Diploma in Therapeutic Counselling
- SALT
- Social Stories

Year 4 Teacher

- MA (SEND)
- NASENCO

Year 5 Teacher

- NASENCO

5.10 Securing equipment and facilities

The Headteacher, SENCO and class teachers use Risk Assessments to ensure the safety and appropriateness of equipment and staffing of activities at school and on school trips.

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 a term.
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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 after-school clubs.
- All pupils are encouraged to go on day trips and residential trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops.

- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Appropriate amendments have been made to ensure the building is accessible via ramps.

The School's current accessibility plan is available on request.

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 encouraged to share their emotions with their class teacher, the Head of pastoral care, who is also the SENCO, and the whole staff. Staff are encouraged to use the 'Zones of Regulation' to aid expression of emotions.
- Pupils with SEN are encouraged to be part of Inventors & Makers engineering club, Nutritional Ninjas cooking club, netball club, and Lego club to promote teamwork/building friendships.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Avenue House School works closely with other agencies who are involved through an EHCP or another assessment by outside agencies in meeting pupils' SEN and supporting their families.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the form teacher or the SENCO, in the first instance. Then, the Headteacher. They will then 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

Contact Name

I SAID

Telephone

020 3978 8989

E-mail

isaidealing@family-action.org.uk

Website

www.ealing-isaid.org.uk

ISAID (Impartial Support, Advice and Information on Disabilities and Special Educational Needs) offers free, impartial, independent advice and support to families living in Ealing with a child or young person up to the age of 25 who has special educational needs or a disability (SEND).

ISAID work with parents and carers as well as directly with young people to help develop and maintain good relationships with schools, colleges, the local authority and other professionals in order to secure the best outcomes for the person with SEND.

ISAID aim to ensure parents and young people understand everything and can fully participate in the EHCP process by explaining how the EHCP assessment process works.

Promote positive outcomes between parents/carers, schools, colleges and Local Authority agencies.

Ensure the views, needs and wishes of parents/carers, children and young people are included in the EHCP assessment.

Will support you on an impartial basis, which means that:

- › They do not favour one side over another
- › They treat all parties involved respectfully and fairly

ISAID does not have a stake in the outcome and are not involved in the Council's decision-making process.

5.17 Contact details for raising concerns

Natalia Ambridge, Headteacher

head@avenuehouse.org

5.18 The local authority local offer

Our local authority's local offer is published here:

[Ealing Local Offer](#)

For 0-25 year olds with special educational needs or a disability

www.ealinglocaloffer.org.uk

Contact us on [020 8825 5588](tel:02088255588) or email children@ealing.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Debbie Monteforte **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 body

7. Links with other policies and documents

This policy links to our policies on:

- › Accessibility plan
- › Behaviour Policy

