

# Avanti House

## SEN Information Report (2016/17)

These pages set out information about our provision for children and young people with special educational needs and/or disability (SEN(D)). They are updated annually.

### About Avanti House

Avanti House is a person-centered, fully inclusive school providing for students with a wide range of special educational needs. These include:

- Communication and Interaction needs: This includes children that have speech language and communication difficulties often with autistic spectrum conditions.
- Cognition and Learning needs: Children that have learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs: This includes children with attention deficit disorder, attention hyperactive disorder or attachment disorder.
- Sensory and or Physical needs: Children that have visual or hearing needs, or a physical disability that affects their learning.

Our Special Educational Needs Coordinator (SENCO) is: **Andrea Kahn (also our Designated Safeguarding Lead)**

Andrea can be contacted on: [andrea.kahn@avanti.org.uk](mailto:andrea.kahn@avanti.org.uk)

Andrea is supported by our Inclusion Managers: Bronwen Hughes ([bronwen.hughes@avanti.org.uk](mailto:bronwen.hughes@avanti.org.uk)) at Primary and Paula Soiza ([paula.soiza@avanti.org.uk](mailto:paula.soiza@avanti.org.uk)) at Secondary.

Our governor with responsibility for SEN is: Sanjiv Agarwal

Please refer to our school website for our Special Educational Needs Policy

### How we identify students with SEN

At Avanti House we, as a school community are trained to, identify needs at the earliest point noting where a student's progress is

- a) significantly slower than that of their peers starting from the same baseline,
- b) fails to match or better the child's previous rate of progress,
- c) fails to close the attainment gap between the child and their peers and
- d) widens the attainment gap.

We identify students through:

- Educational Health and Care Plans (replacing Statements of Special Educational Need)
- Liaison with parents/carers with concerns about their child's development
- Liaison with students themselves of any concerns they have
- Liaison with staff at the feeder primary schools and the transfer of student records
- Early concerns from class teachers or tutor observations referred to the Personalisation Department for investigation
- Requesting specific information from teachers regarding concerns about the starting point or progress issues of individual students
- Scrutiny of data from regular assessments (Progress Reports)
- Liaison with outside agencies leading to assessments
- Any concerns by any member of the school community that identify a student with special educational needs or with any other concern.

### **How we work with parents and students**

We work very closely with parents/carers and students with SEN through regular meetings. Parents are invited into school to meet with Andrea Kahn (SENCO) a minimum of six times throughout the year to discuss concerns, make assessments and put plans in place. This is in addition to meetings with the Inclusion Manager/Officer, Heads of Year, Tutors and Subject teachers.

Parents and students with SEN(D) are encouraged to be fully involved in the school's arrangements for provision and are invited to attend a yearly pupil centered profile meeting. Together, targets are set and these are reviewed regularly to ensure a gradual approach to progress and achievement.

There are also opportunities for parents and students to contribute to and be consulted on our policies on SEN and Equality. We do this through Governors/Parent Governors, parent forums and from within our tutoring system.

### **Adapting the Curriculum**

We offer a broad and balanced curriculum for all students including those with SEN. Details are published on our school website. The way we adapt this for students with SEN is through:

Primary

1:1 reading support

Nurture group

Catch-up literacy and phonics

Maths support

Speech and Language support

Secondary:

Differentiated work

Specific learning aids or strategies

In class Teaching Assistants

The use of technology to support learning

1-1 and group intervention work

Daily Inclusion Department intervention for settling in and/or friendship making strategies, homework support, organizational skills, EAL intervention etc.

Additionally, where required we work with Harrow Schools' Collegiate to enable students to access courses that particularly suit our learners needs.

### **The expertise we offer**

We constantly promote improvements in teaching and learning, through the professional development of staff, to improve practice and to ensure all teachers take responsibility for removing barriers to learning. High quality teaching, differentiated for individual students, ensure a personalized approach for all students. Where necessary, students are allocated time for rigorous intervention in the Personalisation Department on specific programs of study.

We engage with the Local Offer to support a coherent, coordinated and effective approach to supporting students and ensuring a personalized provision for students with SEN as and when required. Specialists, that can include the Educational Psychologist and the Speech and Language Therapist, work closely with the child, parents, SENCO and the Personalisation Department as one team to put interventions and support in place. We also have access to services including Occupational Therapists, Physiotherapists, Child and Adolescent Mental Health Services (CAMHS) and Children's Social Care. We always discuss the involvement of specialist SEN services with parents and carers first.

When working with other services and organisations that are already involved with a family, we obtain the family's permission first.

We ensure that where a child is looked after (LAC), any requests for an Educational Health and Care assessment is carried out in the shortest time possible to avoid any breakdown in their care placement. The Personalisation Department will work very closely with the child and all involved to ensure the right level of support is provided.

With everything we do, we are constantly reviewing through assessment, evaluating success and putting in place the next graduated steps.

### **Training of Staff**

Andrea Kahn, SENCo, DSL & Director of Personalisation and Ash Patel, class teacher at Primary, are both taking the National Award for SEN Coordination. All staff are trained in Safeguarding and the teaching staff have received training in the adoption of the new

Special Needs and Disability Code of Practice: 0 to 25 years. Teaching Assistants are trained to support the particular needs of the students they work with and we also have a Specialist EAL Teaching Assistant.

### **How we know if SEN provision is effective?**

The progress of students is tracked throughout with regular progress reviews, updated profiles and provision mapping. With the student and parents, we regularly review progress towards the agreed outcomes to assess whether the support has made a difference. We evaluate the progress and plan the next graduated steps.

When we run special intervention programs for groups of students we assess how successful they have been and use that information to decide how best to run them in the future.

We listen to the views of students with SEN by providing robust pastoral support systems that include tutors who liaise with the Inclusion team, class teachers, Heads of Year and Heads of Departments.

We take bullying very seriously. We help to prevent bullying of all students including those with SEN by the application of the Climate for Learning policy and the Anti-bullying policy.

### **Supporting students with SEN outside the classroom**

All students are included in activities outside of the classroom ranging from being school tour guides to taking school trips following the appropriate risk assessments and where necessary, the deployment of Teaching Assistants.

### **Joining the school and moving on**

Heads of Year and the Personalisation Department invite all new students with SEN into school to meet the team before starting. We offer open mornings and 1:1 bespoke support and liaison. We prepare for transitions into the next or new stage of education through the Personalisation Department who ensure our person-centred approach is maintained.

### **Who to contact**

If you have any queries, concerns or complaints about SEN provision for your child, please contact our SENCO, Andrea Kahn via email on [andrea.kahn@avanti.org.uk](mailto:andrea.kahn@avanti.org.uk)

We aim to respond to any queries or non-urgent complaints within 48 hours.

Further information about the support available within the local area can be found on:

<http://www.harrow.gov.uk/localoffer> and any queries addressed to:

[LocalOffer@harrow.gov.uk](mailto:LocalOffer@harrow.gov.uk)