



AVANTI HOUSE
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Special Educational Needs and Learning Differences and Disabilities Policy 2015-2016

Approval	Staff	Governing Body
Date approved	Trust November 2015	November 2015
Date to be reviewed	Trust November 2016	November 2016
	Principal: Mr Mark Bennison Signed	Chair: Mr Yuvraj Rana Signed
Lead Professional/s	Assistant Principal for Personalisation and Wellbeing (including SENco): Gina Richardson	

Special Educational Needs and Learning Differences and Disabilities Policy

1. Context

Avanti House is a person-centred, fully inclusive school providing for students with a wide range of education needs. We operate a unique approach towards the strategic development of supporting our vulnerable learners, recognising that all students have a right to access a stimulating and engaging curriculum, which is not only needs led but also flexible in its approaches.

Our ethos and culture encourages student independence at all levels and all school policies and procedures support this approach. We adopt a proactive style in our systems of management, recognising and responding to the needs of all individuals and adopting a more personalised and holistic approach towards the development of the curriculum and the tracking of individual pupil progress.

This SEN/LDD policy details how the school will ensure that the necessary provision is made for any student who has special educational needs and that those needs will be made known to all who are likely to teach them. The school will take action to ensure that staff are able to identify and provide for learners who have special educational needs. We will ensure access to a full range of school activities, so far as is reasonably practical and compatible with the efficient education and safety of the pupils/students.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward students with special educational needs and will ensure that parents are notified if SEN/LDD provision is considered necessary for their child. The school recognises that active partnership with parents is vital in enabling children and young people with SEN/LDD to achieve their potential. We recognise that parents have a far greater understanding of their child's needs and the most appropriate strategies for supporting them. Therefore, the school will work in close partnership with parents/carers to achieve the best outcomes for all students.

The school also recognises that children and young people with special educational needs often have a unique knowledge of their own needs and are encouraged to participate in all the decision-making processes, contributing as fully as possible to the assessment of their needs, including the review of any transition processes.

2. The aims of the SEN/LDD Policy

- To raise achievement by ensuring that students with SEN/LDD enjoy their education and achieve their full potential;
- To guarantee full inclusion for SEN/LDD students by ensuring they can access a broad, balanced and differentiated curriculum, in order to ensure that they fulfil their potential and enhance their self-esteem and self-worth;
- To enable SEN/LDD students to access extra-curricular activities in order for them to gain a growing sense of their place within the community;
- To offer appropriate forms of support by the most effective use of staffing and resources;
- To ensure that, in accordance with the Disability Discrimination Act (2001), all students, regardless of disability, have the right to equal educational opportunities;
- To ensure that SEN/LDD students feel safe, valued and respected in the School.

3. Objectives

We support the aims of the policy by:

- Identifying and assessing students with SEN/LDD through liaison with other schools and internal assessment;
- Involving parents and staff in the identification, assessment and delivery of Special Educational Needs (SEN/LDD) and promoting liaison between all agencies concerned;
- Supporting staff in meeting the needs of students with SEN/LDD via on-going professional development opportunities;
- Devising a structure for setting, implementing, monitoring and reviewing intervention programmes.
- Inclusion and pastoral team monitoring students as they enter the school through home visits, information from families and schools and any third party agencies, as appropriate;
- The close tracking and monitoring of students;

- The inclusion team offering advice and training opportunities to all staff, including tutors and mentors, on employing differentiated teaching methods and resources so that they can make appropriate provision for pupils and students with SEN/LDD;
- The inclusion team ensuring that our pupils and students' Special Educational Needs/Educational Health Care Plans are known to other schools to which they may transfer;
- Ensuring that safety is addressed when allocating resources, particularly in the science, design and technology, food technology and textiles areas, art and PE;
- Encouraging students to care for themselves and others and to take into account the demands of changing environments;
- Inclusion and pastoral teams identifying underachievement related to learning needs or behaviour and implementing appropriate intervention strategies.
- To work within the guidance in the SEND Code of Practice 2015.

4. Definition of Special Educational Needs

Students have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Students have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

We will place students on the SEN/LDD register – under the care and guidance of class teachers, if they satisfy the schools criteria. Additional intervention may be in the form of specialist mentoring; additional teaching time; or other forms of intervention that will allow students to improve their knowledge, skills and understanding that could not be achieved through normal teaching time.

Students will 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. (Special Educational Needs Code of Practice 2015).

5. Working with children on the SEND Register

All children on the SEND Register and those with a Statement or an Educational Health Care Plan have their needs reviewed formally each term. We do this through regular dialogue with students, parents and teachers to discuss concerns, to make assessments and to put plans in place. Parents and students are encouraged to be fully involved in the school's arrangements for provision. Together, targets are set and these are reviewed regularly to ensure a gradual approach to progress and achievement.

When working with young adults in further education, we work with Harrow Schools' Collegiate to enable students to access courses that particularly suit our learners' needs ensuring that they have full access a broad and balanced curriculum.

6. Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported in order to have full access to education, including school trips and physical education. We also recognise that some children with medical conditions may also be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. For children that have medical needs, we ask parents/carers to contact us at the earliest opportunity so that we can meet these needs. This may be through risk assessments and/or writing a health care plan in tandem with other professionals.

7. Leadership and Management

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice guidelines and School job descriptions.

8. Roles & Responsibilities

Leadership Team

- The Principal and Business/Finance Manager oversee the allocation of funding provision for SEN/LDD staff and TA's through the school's budget, from the prescribed funding streams;
- The Principal will set targets for the SENCO in accordance with the Appraisal Policy;
- Monitor and maintain the quality of provision;
- Update, inform and engage fully with the link SEN Governor on strategic and funding matters related to SEN/LDD.

SENco

- To oversee the day to day running of the school's Inclusion Department;
- To make efficient use of resources for students with SEN/LDD;
- To make staffing arrangements for SEN/LDD staff and TAs with reference to the devolved budget;
- To disseminate SEN/LDD information to staff;
- To assess and coordinate provision for children with SEN/LDD, especially through Statements of Special Educational Need/Educational Health and Care Plans
- To liaise with fellow staff;
- To contribute to INSET for colleagues;
- To line manage the Inclusions Manager, Teaching Assistants (Support & Delivery of Learning);
- To monitor and record data relating to students with SEN/LDD;
- To liaise with other schools;
- To liaise with parents of children with SEN/LD;
- To liaise with a range of external agencies;
- To coordinate and manage systems of support;
- To provide, if staffing allows, students with an environment in which they can feel safe at break and lunchtimes;
- To maintain a Dyslexia Friendly Status for the school;
- To produce the SEN/LDD register;
- To maintain pupil/student progress through analysis of data;
- To co-ordinate the intervention for SEN/LDD students who have been identified as underperforming;
- Liaising with the Senior team, and provide opportunities for the Link Governor to visit the department in order to gain and develop a deep understanding of the development and issues related to SEN/LDD students.

Inclusion Manager:

- To assist the SENCO in the day to day running of the Inclusions Department;
- To provide in class higher level teaching support;
- To provide expertise in the education of pupils and students with learning difficulties;
- To provide expertise in the education of students with SEN/LDD;
- To provide care and expertise for students with physical disabilities;
- To liaise with subject staff, as necessary, to ensure that they are fully informed as to the special educational needs of any students in their charge;
- To devise strategies and identify appropriate methods of access to the curriculum;
- To plan and deliver individualised programmes;
- To liaise with and report to the parents of children on the SEND Register;
- To record data relating to students on the SEND Register.

Teachers

- To differentiate work by devising strategies and identifying appropriate methods of access to the curriculum for all students;
- To work with students and provide help on a daily basis;
- To plan, deliver and monitor personalised programmes for students with SEN/LDD who are on the School's register of SEN/LDD or who have a CSP;
- To maintain, in line with school policy, thorough records of intervention and records of poor student progress that occurs because of learning, behaviour, emotional or physical special educational need;
- To read and implement classroom support plans for students with SEN/LDD;
- To plan and integrate additional support in lessons from teachers and teaching assistants.
- To ensure all students receive high quality teaching that enables them to reach their full potential.

Teaching Assistant's

- To undertake duties as defined by their job description and the Inclusion Manager in a flexible manner, according to the changing needs of the school and individual students.

Governors

- To assign a link-governor for SEN/LDD;
- To be fully aware of their statutory duties and responsibilities regarding the co-ordination and provision of SEN/LDD;
- To receive regular reviews and reports of the effectiveness of the School's work with students who have special educational needs;
- To ensure that any reviews and changes to SEN/LDD Policy are included in the Governors' Review;
- To ensure that Governors monitor the effectiveness of the School's /LDD provision and that there is a named governor to provide a link between the School and governing body.
- To review this Policy on a yearly basis, or when legislative guidance is reviewed.

9. Storing and managing information

The school complies with the legal obligations laid out under the Data Protection Act (DPC) to keep personal information secure, including secure storage, archival and disposal.

10. Dealing with complaints

Should any parent/carer have any concerns, please can they be put them in writing for the attention of the Assistant Principal for Personalisation and Wellbeing (including SENCO) in the first instance. We aim to respond to any complaints within 48 hours.