



SEND INFORMATION REPORT

April 2025

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice, Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools/academy trusts](#) which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

The definition of special educational needs is 'where a child's learning difficulty or disability calls for special educational provision, namely provision different from, or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support'. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation in September 2014).

At The Avon Valley School all students are valued equally. We recognise that if students with special educational needs and/or disabilities (SEND) are given the right support and learning environment, they will develop into successful adults. Our SEND Information Report is designed to provide parents/carers of children with SEND, with information about what support we can provide, as well as signpost our policies, provision and assessment.

At AVS, every teacher is a teacher of SEND and, as a school, we pledge a commitment to keeping SEND close to the heart of what we do. Our focus is to ensure that we are inclusive of all students, working hard to improve their academic progress, independence and skills along with their social and emotional development. We hope that all students will gain a greater sense of independence during their time with us. We aim to ensure that all students have access to all facilities, trips, and activities, either during or after school. The Inclusion Department has been developed to provide the additional and different support that students of SEND may need.

Our school currently provides support and either additional, or different, provision for a wide range of learning needs including:

- Communication and Interaction: e.g. Autism Spectrum Disorder, speech and language needs
- Cognition and Learning: e.g. Dyslexia, dyspraxia, moderate learning difficulties
- Social, Emotional and Mental Health needs e.g. attachment, trauma, anxiety
- Sensory and/or Physical Needs: e.g. Visual Impairments, hearing impairments, processing difficulties, epilepsy

IDENTIFICATION OF STUDENTS WITH SEND

We assess each student's current skills and levels of attainment on entry and by using Primary school/transition information. Students complete English and Maths assessments on the Transition days.

In Year 7 all students complete a dyslexic screener through the GL Dyslexia programme. Further assessments are carried out following the results and parents are informed.

Class teachers make regular assessments of progress for all students and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Students are monitored and progress is tracked regularly by Achievement Leaders/Faculty Leaders. If progress continues to be limited, this will be raised with the SENCO.

The SENCO will carry out observations and liaise with parents. Further assessments and intervention will be put into place where necessary. This could include Neurodevelopment Team assessments for Autism Spectrum Conditions, Dyslexia testing, handwriting assessments, Strengths and Difficulties questionnaires, Educational Psychology assessments, etc.

The SENCO (Alison Bearpark) will initiate these assessments once a need has been identified.

Students with SEN will be recorded on the Inclusion Register, which is accessible to all staff. Students on the Register are coded as either 'K' (school support) or EHC Plan (Educational Health Care Plan - replacing the old Statement of Educational Need). A variety of interventions will be put in place to support the student as outlined above. This information will be recorded on Provision Mapping and updated on a termly basis.

CONSULTATION WITH PARENTS/CARERS OF STUDENTS WITH SEND

Our partnership with families is very important to us. Arrangements for consulting parents/carers of children with SEND will initially be by telephone conversation, with a request to meet to discuss concerns. Alongside this parents will be consulted through:

- Parents' Evenings
- Termly progress reports
- Year 8 Options Evening
- Year 7 Tutor Evening
- Annual review meetings for students with an Education Health Care Plan (EHCP)/professional meetings for students who have additional needs
- Student Centred Planning (IEP) meetings with SENCO
- Questionnaires
- Open access to SENCO through email (abearpark@avonvalleyschool.uk) or Tel No: 01788 542355 or face-to-face meetings upon request

CONSULTATION WITH STUDENTS WITH SEND

Students will be wholly involved with their own education. We are determined to provide the opportunity for students to share their thoughts, wishes and feelings. Provision includes:

- Regular interaction with tutors
- Our marking policy has provision for students to give feedback on the comments they have had from the subject teacher
- Some students have time out cards or cards to indicate their feelings
- Students will have access to a School Mentor/Student Welfare Officer or Support staff
- Open access to the SENCO
- An area (The Hub) whereby they can be supported further
- Access to External Agencies if required
- Annual reviews for students with EHCP/ Statement of Educational Need
- Professionals meetings with students who may require additional support or process of EHCP

ASSESSMENTS

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

Subject teachers work with the SENCO to carry out a clear analysis of the student's needs. This will draw on: -

- Teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- Their individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if sought
- EHCP review meetings for pupils with plans on an annual basis

All teachers and support staff who work with the student will be made aware of their needs and the outcomes sought, the support provided and any teaching strategies or approaches required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

SEND students' levels of achievement are tracked, as all students are, to monitor their target outcomes, which include personal life skills as well as exam grades/qualifications.

SUPPORT ARRANGEMENTS

Arrangements for supporting students in moving between phases of education and in preparing for adulthood:

- When students with SEND prepare to start at Avon Valley, our Transition Coordinator and a Teaching Assistant will visit each primary school. Transition visits will be set up and the SENCO will attend professional/annual reviews and transition meetings.
- Some students may require more individual support which will be set up by the SENCO/Transition leader, including further transition visits.
- One or two Induction day(s) for all students takes place normally in July.
- Year 7 students commence their education in September, alongside Year 11 students, a day before the majority of the rest of the school.
- A buddy/mentor system for Year 7 students which includes Year 8 and Year 10 students.
- Information and Advice on Careers Education is carried out for all students from Year 8 onwards. We have a trained Careers Advisor in school for 4 days a week.

- Independent advice is also sought through liaison with businesses, careers days, assemblies and mock interviews.

The Avon Valley School has Provision Mapping which outlines all students who receive additional support in the following categories:

- **Universal - Wave 1 Provision:** (formerly School Action) – Students are receiving extra intervention to support them to achieve their expected level e.g. Literacy intervention both in and outside of the classroom.
- **Targeted - Wave 2 Provision:** (formerly School Action Plus) – Student has an outside agency working with them e.g. Targeted Youth Worker, Social worker, Visual impairment team, Specialist Teaching Service (STS), CBT Psychotherapist, Compass (Substance support), Educational Psychologist currently or in the last 6 months, Clinical Psychologist.
- **Special - Wave 3 Provision:** Where the above has not met the requirements of the extra intervention, then an Education Health Care Plan (formerly the Statement of Educational Need) might be sought. This covers where a student has been identified as having needs that require long term extra support to access the curriculum. They will be entitled to possibly more long term additional adult support and a high level of differentiation from class teachers, e.g. specified number of hours of TA support, specialist equipment, personalised curriculum, further outside intervention, etc.

STAFF EXPERTISE

Avon Valley staff aim to provide quality first teaching to all our students. Teachers provide Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, both creative and traditional. Staff adapt their teaching to meet the needs of students, particularly those with additional needs. Many Teaching Assistants have experience of working with a variety of needs and they regularly undergo training.

- Teaching Assistants have regular training and are encouraged to book on training courses if they feel they have a gap in their learning.
- Staff are trained and can request specific training if required.
- Many staff come with SEN qualifications and some staff are trained in Makaton and Sign language. Staff have also been trained in auditory equipment.
- Trained First Aiders are available and some of these staff have been trained in more specific medical intervention.
- The SENCO takes part in networking meetings at Local Authority and local level.
- The SENCO has completed the NASENCO Award.
- Avon Valley also subscribes to the Educational Psychology Service, Specialist Teaching Service (STS) and other professional support services to provide additional support and further training.

EVALUATION OF EFFECTIVENESS OF THE PROVISION

We carefully and regularly monitor and review our work within the whole school's systems, which includes "student voice". Our graduated response ensures that we move students on to the next level of support where required, and where we have evidence of positive impact allowing the student greater independence.

We evaluate the effectiveness of the provision made for our students with SEND by:

- Regular review of the school's SEND policy (available on the school's website)
- Reviewing students' individual progress towards their goals each term, by updating their learning plans
- Reviewing the impact of interventions after 8/10 weeks
- Using student and family questionnaires
- Holding annual reviews for students with EHCPs
- Observations termly of the provision in lessons for SEN students
- Regular discussions and feedback from External professionals working with students

ACCESSIBILITY

We regard our school as an Inclusive School and therefore any student, regardless of need, has access to our extra-curricular clubs, both before and after school. Various lunch/break activities take place and The Hub is available for students with SEND to meet and develop socially together. Trips and residential activities are also inclusive – we provide for any student who wants to take part in any of these activities. We openly encourage their participation. For further information on Extra-curricular activities please visit our school website. [Click here](#)

We are an accessible school, with lifts to different floors. Some students with physical needs have the opportunity to use these as well as having 5 min cards to move around the school more easily prior to other students moving to lessons. For further information, please see our Accessibility Policy. [Click here.](#)

COMPLAINTS

If a complaint is received from parents of a child/children with SEND about the provision made at the school, we follow our Complaints procedures (please see our school website). Staff are available to consult with parents and the SENCO has an open door policy and is happy to meet with parents.

INTERVENTIONS

Here at The Avon Valley School, we offer a wide variety of interventions as follows:

Supportive Learning Environment

- Teaching Assistants to support students with EHC plans in some lessons
- Provision of Inclusion area (The Hub) for social and academic support at break and lunchtimes
- Inclusion area support with some sensory equipment
- Testing for Access Arrangements for public examinations
- Use of IT facilities to support learning
- Multi-sensory teaching methods to cater for all learning styles
- Open door facility to Inclusion and SENCO
- Accessibility support – wheelchair access, lifts, writing slope, laptops if required

Intervention to develop numeracy

- Additional numeracy lessons for low ability students, taught by TA's
- After school Maths support
- Use of IT facilities to support learning
- Entry level teaching as addition/alternative to GCSE
- Individual/additional tuition during school hours or after school

Intervention to develop literacy

- Small group work as part of Study Plus
- Additional literacy lessons for low ability students, taught by TA's and staff from English faculty
- After school literacy support
- Functional Skills teaching as an addition to GCSE
- Individual/additional tuition during school hours or after school
- Dedicated reading slots during tutor time
- Specific software packages – Lexia diagnostic tool
- Precision Teaching
- Switch on to Reading – developing phonics knowledge for low ability students
- Sound Training (Lexonik) – developing reading/spelling skills of older learners

- Dyslexia support
- Breakfast Club offering access to Power Up Lexia sessions to support improvement in reading

Intervention to support Social and Emotional well-being

- School mentor
- Teaching Assistants' mentoring programme
- Social Skills programme
- Forest Schools Programme for Year 7
- Peer mentoring
- Lunchtime activities to promote confidence and social skills
- Nurture Group
- Work and links with Specialist Provision/External professionals
- ASD mentoring
- School Nurse
- Early Help process
- Links with CAMHS
- External Clinical Psychologist
- Access to a form tutor who is seen daily.
- Breakfast club (invitation only)

Intervention to support and modify behaviour

- Whole School Behaviour Policy
- Pastoral support – Achievement Leaders and Student Welfare Leaders as well as support by a Deputy and Assistant Headteacher
- The Hub support
- Short term removal room
- Internal Isolation Unit
- Home contact
- Behavioural support from External Professionals
- Area Behaviour Partnership – Managed Moves
- The Bridge
- School Mentor

External Agencies providing specialist support

- Educational Psychologist
- Parent Partnership - KIDS
- Specialist Teaching Service
- School Nurse
- Compass
- A.C.E.
- Targeted Youth Support
- Youth Justice Service
- Early Help Family Support Workers
- Speech and Language Therapy
- Integrated Disability Service

Children Looked After

- Assistant Headteacher is Designated CLA Teacher
- Teaching Assistant available to meet regularly with students, attend PEP and CLA reviews and provide 1:1 mentoring
- Pupil Premium support and resources

- Additional external agency support if required through Warwickshire Virtual School

English as an Additional Language Support

- Dedicated area for specialist support
- Assessment and individual support on arrival at the school - links with EMTAS
- Teachers who can converse in different languages
- EAL co coordinator
- EAL software

Contact with parents

- Open door policy
- Communication through: face to face, telephone, email, letter
- Questionnaires
- SENCO attends all Parents Evenings

POLICIES

The following policies are available on our website:

- Inclusion Policy
- SEND Policy
- Accessibility Policy
- Administration of Medicines
- Behaviour Policy
- Safeguarding Policy

ADDITIONAL WEBSITES

Warwickshire Integrated Disability Service <https://www.warwickshire.gov.uk/ids>

Independent Parental Special Educational Advice - <https://www.ipsea.org.uk/>

Warwickshire SEND, Information, Advice and Support Service (previously SENDIAS) - <https://www.kids.org.uk/warwickshire-sendias-front-page>

Warwickshire Local Offer - <https://www.warwickshire.gov.uk/send>

Warwickshire COMPASS www.warwickshireSH&WBSservice@compass-uk.org

SEND Supported <https://sendsupported.com/>

Special Needs Jungle <http://www.specialneedsjungle.com/>