THE AVON VALLEY SCHOOL AND PERFORMING ARTS COLLEGE

SEND AND INCLUSION POLICY

Date of Policy: September 2026

Date of next review: September 2027

Who the review will involve: Headteacher, Governors, Senior Leadership team, Staff, Students

Senior member of staff responsible for overseeing that this policy is implemented and regularly reviewed : Deputy Headteacher Inclusion /SENDCO

Development and dissemination process

This policy was formulated by a working party consisting of the Senior Leadership Team Staff and The Hub staff.

INTRODUCTION

The Avon Valley School values the individuality and uniqueness of all students. We are committed to giving our students every opportunity to achieve the highest of standards, both academic and personal, as a part of the school community. We do this by considering students' varied life experiences and needs in everything we do. We offer a broad and balanced curriculum and have high expectations for all students; the achievements, attitudes and well-being of all our students are our priority. This policy helps to ensure that this school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender, sexual orientation or background. This policy has been created to work in tandem with the school behaviour policy, to fully support and appropriately prepare students, to positively contribute to wider society.

LEGISLATION AND GUIDANCE

This policy 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 coordinators (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 which sets out governors' 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

DEFINITION OF SEND

At the Avon Valley School our SEND and Inclusion Policy is

"designed to raise achievement through providing support for students with special educational needs".

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p4)*

We recognise that there are statutory requirements for all students in terms of their education.

AIMS

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students or groups of students. This means that equality of opportunity must be a reality for all our students. We make this a reality through the attention we pay to different individuals, and groups of students within our school:

- gender;
- minority ethnic and faith groups;
- students who need support to learn English as an additional language;
- students with special educational needs;
- able, gifted and talented students;
- students who are at risk of disaffection or exclusion;
- looked after students

Our curriculum intent and implementation is critically planned to meet the specific needs of individuals and groups of our students. We aim to meet these needs through:

- Setting suitable learning challenges through each faculty's own curriculum intent and implementation plans. These plans consider how best to support the learning of all students including those with SEND;
- Responding to student's diverse learning needs, utilising evidence-based support where needed on a personalised and individualised basis;
- Overcoming potential barriers to learning and assessment for individuals and groups of students;
- Offering a vocational curriculum through Forest Schools, Functional Skills and vocational GCSE options.

We aim to provide a happy, healthy and safe school by:

- Safeguarding the health, safety and welfare of students;
- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students;
- Providing high quality pastoral support and guidance based firmly on our knowledge of the individual;
- Providing equal access to relevant learning opportunities differentiated according to individual need;
- Encouraging students to value and support each other in their learning and social activities;
- Listening and responding to the concerns of our students and parents;
- Taking care to balance the needs of all members of the school community

ADMISSIONS

We welcome all students to our school and endeavour to ensure that appropriate provision is made to cater for their needs. We also seek to ensure that the provision given is in the best interest of the child and we will work with students, parents/carers and the Local Authority if, on occasion, a specialist provision is a better option for a student's development and educational needs.

Students with Education, Health and Care Plans are admitted into the school and fully integrated into the school unless it would be incompatible with their individual needs or with the efficient education of other students, and all reasonable steps to prevent this incompatibility had been explored unsuccessfully.

CULTURE OF SEND & INCLUSION

We endeavour to monitor all students who are not making adequate progress by observing the four broad areas of need a defined in the SEND Code of Practice 2014 as:

1 Communication and interaction

2 Cognition and learning

3 Social, emotional and mental health

4 Sensory and/or physical needs

We work closely with all parents and carers, listening to their views, so as to build on a student's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. We encourage parent and carer involvement and support, as we know this is vital to the success of the education of all students, especially those with SEND. We promote open conversations with parents/carers and staff so that any issues and/or concerns can be addressed

with the class teacher/form tutor/welfare and/or Head of Year /SENDCO, Assistant and/or Deputy Head teachers/the Head teacher/SEND governor.

We strongly believe that ***all*** practitioners are teachers of SEND and are therefore responsible for differentiating according to the needs of the students in their care. Our teachers use the National Curriculum programmes of study to teach knowledge, understanding and skills using a variety of methods that are appropriate to the abilities of all students, particularly taking a multi-sensory approach. Where students struggle to access these programmes of study because of a SEND need, alternative programmes will be considered and implemented where necessary. We have an emphasis on the development of literacy and numeracy which is encouraged across all subject areas. Where setting occurs in subjects, the curriculum content or pace of the lesson presentation should vary to reflect the needs of the particular class group. At Key Stage 4, our subject options are wide and varied which allows for the maximum access for all students regardless of their aptitudes, abilities or needs.

IDENTIFYING NEEDS

Early identification and assessment for any student who may have special educational needs is regarded as a high priority. The earlier action is taken, the quicker appropriate help and support can be provided. At The Avon Valley School, we make use of all assessment information to help identify students who may have special educational needs by measuring their progress with reference to:

- Evidence provided from primary school
- Evidence from teacher observation and formative assessment
- Performance against level descriptors, Flight Paths and FFT targets within each subject
- Standardised screening or assessment tests including dyslexia screening
- Entry assessments that measure verbal and spatial reasoning

We also take into account any expressions of concern raised by parents or carers and information from other professionals working both with and external to the school who may become aware of issues relating to an individual student.

TEACHING AND LEARNING STYLE

We aim to give all our students the opportunity to succeed and reach the highest level of personal achievement through ‘Quality First’ teaching. We analyse the attainment of different groups of students to ensure that all students are achieving as much as they can. We also undertake ongoing assessments of each student’s progress. This is carried out by Head of Years, Faculty Leaders, SLT and individual subject staff.

All staff are familiar with the equal opportunities’ legislation covering race, gender and disability. Teachers ensure that all students:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;

- take responsibility for their own actions and follow the staff protocol as laid down by the Head teacher;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

STUDENTS WITH DISABILITIES

Some students in our school have disabilities. We are committed to meeting the needs of these students, as we are to meeting the needs of all groups of students within our school. The school fully meets the requirements of the Equality Act 2010 which replaced the Disability Discrimination Act. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared to non-disabled students.

The school is committed to providing an environment, within its resources, that allows disabled students full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist desks, chairs and other furniture/equipment as and when necessary for students with specific physical needs. Lifts provide access to all floors.

Teaching staff modify teaching and learning expectations as appropriate for students with disabilities. For example, they may give additional time to complete certain activities, or differentiate teaching materials. In their planning, teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by students with a disability:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where students are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- covers assessment for learning techniques that reflect their individual needs and abilities.

DISAPPLICATION AND MODIFICATION

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements, although the school makes every effort to meet the learning needs of all its students, without recourse to disapplication or modification. We achieve this through greater differentiation of the student's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, the Inclusion Department works closely with a range of professionals to support the student. These professionals can include:

- Speech and language therapists
- Counsellors
- CBT specialists
- Educational psychologists
- Specialist Teaching Service

In some circumstances we may decide that modification or disapplication is the correct procedure to follow and we would do this after consultation with parents/carers and the student and when all other avenues of support have been exhausted.

INTERVENTION

A continuous cycle of planning, teaching, assessment and evaluation is carried out by classroom teachers, support staff and staff from within the Inclusion team. Where a student is not making progress in line with expectations, further intervention may be needed to support the student as per the Warwickshire SEN Provision Matrix, which should be read in conjunction with this policy.

Universal Provision

The first section ('Universal provision') describes a range of support that should be available to all students in our school which includes:

- A culture that values and supports the learning wellbeing of all students
- A positive classroom climate in which learners generally receive more praise than correction and are given specific praise for appropriate behaviour as well as for academic work
- Classroom layout and surroundings which take into account the needs of learners with SEND
- Active, meaningful use of extra support for learning in the classroom
- School staff who have ongoing training in meeting the needs of learners with the most frequently-occurring Special Educational Needs and Disabilities
- Regular communication between staff and parents

If at this stage, a member of staff concludes that a student may need further support to help them make progress they should:

- Seek the help of the Faculty Lead
- Consult with parents
- Discuss concerns with the SENDCO

Targeted Provision

Students who make less than expected progress with Universal Provision will receive some of these types of support, according to their needs:

- The use of language in the classroom which is simplified, and supported as necessary by pictures to see and/or objects to touch.
- Individual support to access the curriculum using strategies which are known to be effective.
- Changes to the school or classroom environment based on advice from external agencies.

- Involvement of parents/carers in identifying the learner's strengths, difficulties and areas in which support is needed.
- Use of Early Support Assessment to bring together multiple professionals who are working with the child, or child protection procedures to support the family.
- Careful planning for moves between key stages (primary school to secondary school and secondary school to college). Extra support is agreed for these transitions.

Staff within the Inclusion Team will work closely with students, parents/carers and teachers to ensure the appropriate targeted provision is planned, completed and reviewed using Student Learning Plans and Student Passports where necessary. If good progress is being made, support can continue, however, in some cases, if little or no progress is being made despite at least two plan, do and review cycles having been completed with interventions from targeted provision, a statutory assessment may then need to be considered in order to access funding and support for Specialist Provision. Staff within the Inclusion team will consult with students, parents/carers, teaching and support staff and external professionals whilst following Warwickshire Local Authority's policy and guidance with regard to the referral of a student for an Educational, Health and Care Plan.

High Needs Provision

This details the types of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone does not enable them to make consistent progress.

All students with an Education, Health and Care Plan will be set short-term targets on a pupil passport with details on what the targets are and the strategies to be used to support the student to reach these goals. An Annual review will be held, with the student, parent/carer, SENDCO and possibly other professionals to monitor and review the outcomes, make any changes to provision and set any new targets for the following year. At Avon Valley there is an open door policy and students, parents and carers can arrange to meet with the SENDCO and/or Deputy Headteacher – Inclusion (The Hub) at any time to discuss any concerns.

SPECIALISMS

The Avon Valley School has experience in supporting students with a wide variety of needs and disabilities.

We provide three dedicated inclusion provisions (The Hub, The Hive, and The Bridge) which are equipped with additional materials and resources to support literacy, numeracy and social and communication work. These provisions are also used to provide a dedicated break-time and lunch-time inclusion club for invited students only, who can be supported during unstructured social time.

Students who arrive with us with English as not their first language are supported in our dedicated EAL space with an EAL coordinator. This space is available throughout the day during lessons and social time.

We have some staff trained in Nurture Group training and Nurture sessions are run for invited students only during tutor time of the school day.

The school entrance is ramped, and wheelchair users can access all classrooms. There are two lifts within the school and several disabled toilet facilities.

There is a dedicated teaching assistants to support students with Visual and Auditory Impairment. We have some staff who can use sign language and we have specialist equipment for students with partial eyesight.

Staff across the school embark on yearly Continued Professional Development and have received training on SEN areas of need such as ASD training, Trauma and Attachment, etc.

ROLES AND RESPONSIBILITIES

At The Avon Valley School, SEND is known as Inclusion (The Hub, The Hive , The Bridge), in keeping with our inclusive ethos.

The Governing Body will, in cooperation with the Headteacher:

- Determine the school's general policy and approach to the provision for students with Special Educational Needs and Disabilities
- Establish the appropriate staffing and funding arrangements
- Report to parents and carers on an annual basis, the provision made by the school for students who receive SEN support.
- Maintain a general oversight of the school's inclusion work
- Appoint a named governor to have oversight of Inclusion.

The Headteacher has responsibility for the day-to-day management of all aspects of the school including the provision for students with special educational needs. The Headteacher has overall responsibility for contacting the Local Authority which it is felt that an Education, Health and Care Plan assessment should be made.

The Deputy Headteacher– Inclusion, is responsible for working closely with the Headteacher, the SENDCO, other members of the Senior Leadership Team and all staff to determine the strategic development of the SEND and Inclusion Policy. The Deputy Headteacher has responsibility for the day-to-day implementation of the SEND and Inclusion Policy. The SENDCO has responsibility for coordinating provision for students with special educational needs particularly through the Universal, Targeted and High Needs elements of provision on the Warwickshire SEND provision matrix.

All staff should be aware of the school's procedures for identifying, assessing and making provision for students with special educational needs. At all stages, it is the responsibility of the class teacher for planning the student's work and ensuring his/her progress. At both the Universal and Targeted Provision stage, staff are required to collaborate with the SENDCO and Deputy Headteacher – Inclusion.

REVIEW AND MONITORING

This policy will be promoted by the Headteacher and implemented throughout the school through a whole staff meeting at the start of each academic year.

This policy will be reviewed annually and assessment of its effectiveness and implementation monitored on a regular basis.

We secure inclusive education for our students by reviewing and evaluating what is done through:

- student surveys
- parental questionnaires
- review of academic data
- personalised learning where students are not achieving their potential
- hold professionals' meetings/Early Support and parental meetings
- identify and set up intervention strategies

SUMMARY

In our school we value each student as a unique individual. We strive to meet the needs of all our students, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school development planning. The practice within The Avon Valley School reflects our inclusive ethos, from individual lesson planning responding to student diversity, to resources that support learning and participation for all.

This statutory policy will be reviewed annually.