The Avenue School Special Needs Academy

SEN Information Report

General Statement

The Avenue School Special Needs Academy is a positive and happy day, special school for boys and girls from the age of 2 – 19 with complex Special Educational Needs. The Avenue School pledges to deliver a relevant, tailored and meaningful curriculum through an attitude of PACE: Playfulness, Acceptance, Curiosity and Empathy (Dan Hughes,1997). We offer a relevant, tailored and meaningful curriculum for each individual, led by their individual needs. The overall aim is to maximise independence and to prepare our young people for life into adulthood. We will develop each individual's potential and the development of healthy lives.

The kinds of SEND which are provided for

All pupils and young people attending the school have a degree of learning difficulty and have an EHCP. This includes pupils and young people with severe learning difficulties (SLD), or profound and multiple learning difficulties (PMLD). In addition, students may have one or more additional disabilities or needs.

We cater for a range of needs including SLD, PMLD, ASD, epilepsy and medical needs. Some pupils also have Sensory Impairments (visual, hearing or multisensory).

Identifying pupils with SEN and assessing their needs

All children will be baselined 6 weeks after their initial entry to the school and their progress tracked to ensure that the curriculum maximises outcomes and provision continues to meet their needs.

The EHCP is reviewed at least annually. Parents and appropriate professionals attend the review, and the pupil will attend/contribute as appropriate. The EHCP Coordinator has the responsibility for ensuring that the Annual Review process adheres to statutory requirements and EHCPs are meaningful and relevant to individual student needs and aspirations.

Where can I find information about the school SEND policy?

The appropriate policies can be accessed via the school website: https://www.avenue.reading.sch.uk/page/?title=Policies+and+Documents&pid=53

Arrangements for assessing and reviewing pupils' progress towards outcomes

Within EHCPs and PLPs/PfA Plans, outcomes and targets will build towards the development of independence and improving wellbeing.

At least three times a year, data is collected and analysed to ensure progress is being made. Where progress is not made as expected, this is discussed on an individual level, with additional support being put into place where relevant.

Arrangement for consulting parents and involving them in their child's education

Parents are encouraged to play a full role in the life of the school. We encourage attendance at annual reviews, specialist meetings, medical clinics, parents' evenings, and special events. There is daily communication from school and we encourage you to use this to pass on important information.

We have a full-time Family Support Worker available to support parents.

As part of your child's PLP, there will be personalised strategies to support the young person to continue their learning outside of school.

If you would like additional information or resources to support your child's learning, please contact your child's teacher.

The daily diary/email provides information about what your child is learning.

Staff are available daily to discuss progress/issues – formal and informal. Full-time Family Support worker and specialist staff are available to support as required.

Arrangement for consulting pupils and involving them in their education

All pupils have a key role to play in Annual Review, with pupils encouraged to attend or contribute as appropriate.

Throughout the day, pupils are involved in their own target setting and reflection activities, in a manner appropriate to their developmental stage.

A total communication approach is used, including symbols, Makaton, communication aids and visual cues to support pupils to make choices. Child-led learning is prominent in a number of classes.

Classes will have a representative on the School Council.

Supporting pupils with transitions and preparing for adulthood

Transition meetings for parents with appropriate professionals are available. Transition visits and individualised resources to support.

Our school's approach to supporting pupils with SEND, including how adaptations are made to the curriculum and learning environment

We utilise pupil-staff ratios appropriate to individual need, whilst maximising independence. We have a range of specialist equipment, facilities and interventions, including a hydrotherapy pool, Soft Play and sensory rooms.

Specialist approaches used include: Team Teach, Attention Autism, and Intensive Interaction, amongst others.

Each pupil is on an allocated learning pathway appropriate to their needs, which may change as their needs may change. This provides a clear curriculum pathway, but each pupil will receive individualised teaching with the approaches and pedagogy used being matched to their needs.

Specialist spaces are used to promote and maximise independence/well-being including Soft Play, Hydrotherapy pool, and Sensory Rooms.

School facilities are fully accessible, including aerial hoists and specialist equipment - as recommended by Occupational Therapists and Physiotherapists. Our Food Tech room has height adjustable hobs and kitchen equipment.

Each learning pathway has the appropriate staffing and specialist support to meet individual's needs whilst maximising independence. There is part-time access to appropriate CYPIT professionals – SaLT, OT, and physiotherapists. For pupils with Sensory Impairments, we have support from the Berkshire Sensory Consortium Service. Educational Psychology and Children and Adolescent Mental Health support available, where deemed necessary.

Resources and equipment are allocated following individual specialist assessments.

The Assistant Head for Behaviour and Attitudes and Assistant Head for Inclusion and Therapeutic Interventions meet regularly with key members of the Pastoral Team meets to discuss referrals and actions for internal and

external interventions. Therapeutic interventions are allocated according to need.

What expertise and training do our staff have and how do we involve other organisations, specialists or equipment to support both the pupils with SEND and their family?

We have a regular training cycle. Staff are trained in aspects such as:

- Intensive Interaction
- Attention Autism
- Autism Awareness
- Safeguarding
- Medical training
- Curriculum/Teaching and Learning
- Team Teach
- PMLD awareness
- First Aid
- Health and Safety
- P.A.C.E.
- Well-being strategies

How the effectiveness of the provision made is evaluated

All pupils have an annual review of their EHCP, focusing on their progress across the year. Assessment of progress is a holistic process, focusing on the development of the whole child - Social and Emotional Development, Physical Development, Communication, and Cognitive Development.

Each pupil has a Personalised Learning Plan (PLP) or Preparing for Adulthood (PfA) plan with targets which support progress towards their larger EHCP outcomes. These are reviewed twice/three times yearly.

There is an ongoing teaching and learning monitoring schedule throughout the school year. One Deputy Head has the responsibility for quality of education across the school.

Within EHCPs and PLPs/PfA plans, outcomes and targets will build towards the development of independence and improving wellbeing. This will be monitored as mentioned above.

Pastoral staff also carry out regular analysis of behaviour and attendance data to identify trends and where additional support may be required.

Inclusivity in activities – how pupils are enabled to engage in extra-curricular activities

There are plentiful community opportunities to extend learning and generalise skills. We have many annual events, including sport and music events. Enrichment Weeks and special days/events take place throughout the school year. There are also extra-curricular opportunities.

We offer a monthly Youth Club. During the school holidays, external organisations may run clubs at the school.

We have a strong focus on social inclusion and are a member of Whitley Excellence Cluster and BASS (Berkshire Association of Special schools), which provides us with events and social opportunities.

Supporting emotional and social development

Every pupil has individualised outcomes on their EHCP focusing on their social and emotional development.

The Assistant Head for Behaviour and Attitudes and the Assistant Head for Inclusion and Therapeutic interventions work closely together to ensure appropriate support is in place for pupil wellbeing. The school has access to an Educational Psychologist. We have a fully-trained Well-being coordinator

offering individual and group sessions. We also have appropriately trained Theraplay staff and five qualified ELSAs.

We provide many interventions including rebound therapy, aerial yoga, horse riding and hydrotherapy.

How the school involves other bodies

- Educational Psychologist
- CAMHS
- SaLT
- OT
- Physiotherapists
- QTVI, QTMSI, QToD through the Berkshire Sensory Consortium Service.
- Specialist school nursing team
- Social care
- SEND department

Please contact the school directly if you believe your child requires additional support.

Arrangements for handling complaints

Procedure and policy available via the school website.

Who should I contact for further information?

- Kelly Boahene (Family Support Worker)
- Symon Cooke (Head teacher)

Please also see our Local Offer at:
https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=Crh_5FgJfoI&familychannel=3-9-3
https://www.avenue.reading.sch.uk/page/?title=Policies+and+Documents&pid=53

Links with other policies and documents:

Accessibility Policy

SEN Policy

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