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Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEN up to date

- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

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

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- When children transition to high school, we will contact the relevant SENDCO and then share all information we have with the school.
- We will invite the relevant school SENDCO to SEND meetings we have in Year 8 or any other year if we know there is a planned transition
- We will liaise with relevant pre-schools when pupils transition to us in Reception.
- We will make transition plans with relevant agencies when children on SEND Support or EHCP move to a new school.
- We will provide all new schools with all relevant documentation including assess, plan, do reports and assessments.

Teachers are responsible and accountable for the progress and development of all the pupils in their class through Quality First Teaching. Teaching can take place within the whole class, in small groups or on a 1:1 basis depending on the needs of the pupils.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils where required. Where needed some pupils will have specific learning through an intervention which may require them to come out of their main class to do small group or 1:1 working. This learning will relate to pupils support plans and needs.

We will also provide the following interventions:

- › Quality First Teaching
- › Daily phonics groups
- › Read, Write Inc
- › Spelling interventions such as Precision teaching, Individual Literacy Intervention and Nessy Learning
- › Social skills interventions such as Talkabout for children and teenagers
- › ELSA (Emotional Literacy Support Assistant) support sessions
- › Forest school and gardening group sessions to support SEMH needs
 - › Social stories are used when necessary to support children with social communication
- › Maths interventions completed in small groups according to attainment levels

This section should be read in conjunction with our Accessibility Plan

We make the following adaptations to ensure all pupils' needs are met:

- › Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and strategies etc.

- Adapting our resources and staffing
- Using recommended aids, such as Chromebooks, coloured overlays, visual timetables, larger font, fidget toys, wobble cushions, finger grips etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking work, giving breaks where necessary etc.

Teaching assistants or teachers will support pupils on a 1:1 basis or in small groups when it is deemed necessary by a class teacher or the SENDCO, or if a child needs one-to-one teaching according to the provision set out in an EHCP or SEND support plan. This is also dependent on resources available.

We have a high number teaching assistants who are trained to deliver interventions such as Lightning Squad, Forest school, Talkabout, ELSA etc. At Avanti Park we have classroom-based teaching assistants and SEN teaching assistants who work directly with pupils with EHCP plans. Where possible teaching assistant remain consistent with classroom/pupil they are initially assigned to help keep constancy across the school.

Where required we will bring in specialist support to aid pupils. We work with the following agencies to provide support for pupils with SEN:

Speech and Language Therapists

Physiotherapist

Occupational therapy

Somerset Educational Psychology servia

➤ > Using the Provsion Map platform developed by Edukey

Holding annual reviews for pupils with EHC plans

Maintaining weekly records on intervention outcomes.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops etc. No pupils is ever excluded from taking part in these activities because of their SEN or disability. Where required we will make the necessary amendments to ensure inclusion for all.

The school's accessibility plan can be found on the Avanti Park website.

We have a trained first aid coordinator who makes provisions for pupils with medical needs and trained TA's who support need within lessons/activities.

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the School Council



Most of these services are accessed by completing an Early help assessment (EHA). When appropriate, we can organise multi-agency meetings, (such as Team Around the Family or TAF) which include Social Care, or

