



SEND Information Report

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<p>What is SEND?</p>	<p>A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>They have a learning difficulty or disability if they have:</p> <ul style="list-style-type: none"> • A significantly greater difficulty in learning than the majority of the others of the same age, or • A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in educational settings. <p>Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream educational settings.</p>
<p>What kinds of SEND does the academy make provision for?</p>	<p>When identifying the nature of special educational needs, four areas of need are taken into account, these are:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical needs <p>AVESC recognises that a pupil may need support in more than one of these areas and we pride ourselves on building positive relationships with parents/carers and our pupils and working together as a team.</p>
<p>How does AVESC know if a pupil has SEND?</p>	<p>All pupils who attend AVECS require SEN support or have an Education Health Care (EHC) Plan.</p> <p>Pupils are admitted to the roll of AVESC if they meet the following criteria:</p> <ul style="list-style-type: none"> • They are in Year 3 to Year 11 • They have been permanently excluded from a Derbyshire mainstream school / or are at risk of permanent exclusion • They have transferred from Holly House SEBD Special School at the end of year 9 (Year 10 and Year 11 pupils) • They have taken up residence in Derbyshire and have been previously permanently excluded from a mainstream school in another county • They have taken up residence in Derbyshire and have been previously attending a Support Centre for permanently excluded pupils, in a county where the Local Authority

	<p>operate a policy of preventing permanent exclusions by placing pupils in a Support Centre and who would have been permanently excluded but for this policy</p> <ul style="list-style-type: none"> • The educational needs of the pupil can best be met by this Support Centre
<p>How does teaching of the curriculum support pupils with SEND?</p>	<p>All staff have the highest expectations for pupils and deliver quality first teaching. The curriculum is flexible and also reviewed regularly to ensure that the range of academic and vocational qualifications on offer is both relevant and meaningful to pupils. AT AVESC we:</p> <ul style="list-style-type: none"> • Enable pupils to learn in small groups with a high staff to pupil ratio • Focus on high quality first teaching • Identify strategies to support individual needs • Gather information from other professionals such as Educational Psychologists and CAMH's • Identify where appropriate, pupils would be expected to have access to differentiated resources, use of overlays, visual timetables, use of ICT or dedicated support for literacy and numeracy • Apply for reasonable adjustments in examinations subject to the external assessment process for exam access arrangements. • Offer personalised learning programmes • May use off site Alternative Provision • Prepare transitions to next step or new phase in education • Embed careers and Post 16 support
<p>What are the different types of support available at AVESC?</p>	<p>Interventions include:</p> <ul style="list-style-type: none"> • Catch Up Literacy • That Reading Thing • Phonics • Vocabulary Ninja • Springboard Literacy • Guided Reading • Reading Box • 1:1 Literacy Skills • Dyslexia Screening • Catch Up Numeracy • Numeracy Ninja • Springboard Numeracy • Hegarty Maths

	<ul style="list-style-type: none"> • Wellbeing Questionnaire and Action Planning • Sensory Audit 1:1 and Class • Think For The Future: Class, small group and 1:1 • HOPE Programme 1:1 Counselling • Therapeutic Counselling 1:1 • Anxiety Gremlin • Anger Gremlin • Lego Therapy • Games Therapy • Mindfulness, Meditation and Yoga • Sleep Education • Resilience Framework • Personal Hygiene Packs • Tutor Time • Continuous PSHE provision personalised to pupil needs • Designated key worker • Referrals to Talk Time, Sound Minds, Space 4U • Enrichment events to increase team building and friendship opportunities
<p>How does AVESC support pupil's emotional and social development?</p>	<p>We promote a caring and supportive environment in which each individual is valued and respected. We have high expectations and recognise that all pupils need the foundation of positive mental health to benefit fully from all opportunities available to them. At some point, pupils may experience life challenges that can make them vulnerable, and our academy therefore plans to provide additional support and intervention to help pupils develop good mental health and wellbeing. The mental health and wellbeing of pupils will impact on their development, learning, achievement and experiences.</p> <p>Many of our pupils come to roll with mental health concerns, either diagnosed or underlying, or with low wellbeing. Our academy culture is proactive, and we welcome all opportunities to promote the importance of positive emotional health and wellbeing through the formal and informal curriculum.</p> <p>We aim to improve mental health and wellbeing and give pupils the strategies they need to maintain a positive outlook. We hope that the life skills and emotional resilience acquired in childhood and adolescence will have a lasting effect moving into adulthood and help our pupils cope with challenges</p>

	<p>throughout their lives. We believe that by promoting emotional health and wellbeing that pupils will be happier, more confident, more motivated and that this will contribute to raising standards in our academy.</p> <p>The emotional health of our pupils is fundamental to our philosophy, and we believe that emotional healthy pupils will be able to:</p> <ul style="list-style-type: none"> • Develop psychologically, creatively, intellectually and spiritually • Initiate, develop and sustain mutually satisfying personal relationships • Become aware of others and empathise with them • Have enhanced learning • Improve attendance • Improve behaviour • Develop a sense of right and wrong • Face challenges, resolve issues and setbacks and learn from them.
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<p>How will I know my child is making progress?</p>	<p>The progress of pupils with an Education, Health and Care (EHC) Plan is formally reviewed at an annual review.</p> <p>All pupils will have a personalised Individual Learning Plan (ILP) which will be shared with parents and carers 6 times per year. A formal academy progress report will also be issued to parents/carers twice throughout the academic year.</p>
<p>How will I be involved in reviewing my child's progress?</p>	<p>Research shows that parental involvement has a significant impact on the progress that young people make in school.</p> <p>All pupils have a keyworker who will maintain contact with home.</p> <p>Reviewing pupils' progress is an important part of education at AVESC. All pupils participate in setting appropriate learning and behaviour targets 6 times per year.</p>

	<p>There may be times when more regular contact is necessary. This could be as your child prepares for a reintegration back into mainstream school, if they are undergoing statutory assessment or if there are increased concerns around your child's progress or behaviour.</p> <p>Some young people have a number of different agencies working alongside them. Where this is the case it may be necessary for you to attend Team Around the Family meetings (TAFs).</p> <p>The progress of pupils with an EHC Plan is formally reviewed at an annual review.</p>
<p>Who do I contact if I am not happy with my child's progress?</p>	<p>If you are concerned about your child's progress or engagement in education it is important that you share this with their keyworker.</p> <p>EHC plan reviews will take place periodically throughout the year. Parents are central to the planning and intended outcomes of the plan.</p> <p>You do not need to wait for these meetings if there is a concern. A meeting can be arranged with specific staff to discuss your concerns.</p> <p>In addition to discussing concerns with your child's keyworker, you are also able to speak directly with the relevant site lead or SENDCo SENDCo - Emma Beresford - 07775479385</p>
<p>How will my child be supported through transitions?</p>	<p>AVESC recognises that transitions can be difficult for pupils with SEND and their families so take steps to ensure that any transitions are as smooth as possible. Support may include:</p> <ul style="list-style-type: none"> • Termly meetings. • Transition planning meeting with staff • Meetings take place between pupil and staff members on a weekly basis prior to attending new site • Sharing of 1 page profiles • Visit to new site with parent out of academy hours • Teams meet up with peers who will be in class with / working with. • Assessment and target data is shared • PSHE curriculum, including taught sessions on coping with change

	<ul style="list-style-type: none"> Regular curriculum work to meet the Gatsby benchmarks. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf ASDAN careers short course to support with Post 16 planning and transition.
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<p>Where can I find information about the academy's SEND policy, or other policies?</p>	<p>All statutory policies can be found on the AVESC's website</p> <p>https://www.avesc.derbyshire.sch.uk/</p> <p>The academy SEND policy can be found here: https://39ced4f8-faef-4db5-ac62-055ccbd77911.filesusr.com/ugd/f72a15_0ebd460e102e4879ad18864a0277b863.pdf</p>
<p>How has the academy made the building and site safe and welcoming for pupils with SEND?</p>	<p>In line with the Disability Act, reasonable adjustments can be made to support SEND pupils to access a full curriculum. These include:</p> <ul style="list-style-type: none"> Disabled toilets Disabled parking spaces and drop off/pick up access Teaching resources and equipment used are equally accessible to all pupils Every opportunity is given for pupils with special needs to participate in extra-curricular activities. <p>Equality and diversity are embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore differences in relation to race/ethnicity, religion/belief, gender, disability etc. This is implemented through a diverse and exciting curriculum, which is carefully planned and monitored. Pupils access equality and diversity learning opportunities in timetabled PSHE lessons and through the schools SMSC and British Values program.</p> <p>Please see the academy's accessibility policy for more information on the academy website.</p>

<p>Who do I contact if I want to find out more about SEND support?</p>	<p>All the pupils at AVESC have an allocated keyworker. They are the first port of call for concerns which arise during your child's time at the AVESC. If you are concerned about your child's progress or engagement in education, it is important that you share this with their keyworker.</p> <p>In addition to discussing concerns with your child's keyworker, you are also able to speak directly with the relevant site lead or SENDCo</p> <p>SENCo – Emma Beresford - 07775479385</p>
<p>What support do we have for you as a parent/carer of a child with SEND?</p>	<p>AVESC will work alongside parents/carers to offer support both in and outside of academy life.</p> <ul style="list-style-type: none"> • We will meet with you as and when to discuss how you feel the support being offered to your child is adequate and fulfilling their needs • We will hold meetings with outside professionals where and when appropriate • AVESC can refer, with parents/carers consent, to the academy's Family and Student Support Team (FASST) <p>FASST can offer young people and their family solution focused support to overcome challenges and hurdles. This support can be family or community based or 1:1 sessions. They understand the challenging role of being a parent or carer and trying to balance supporting young people with managing the everyday demands of being an adult!</p> <p>They use a holistic and flexible approach to empower families and young people to be increasingly self-sufficient. We will work collaboratively with our education colleagues and those from specialist services to ensure the right service at the right time.</p> <p>They are trained to deliver HOPE, a project that delivers positive outcomes for young people that have an emotional need for support.</p>
<p>How are staff at AVESC helped to work with pupils with SEND and what training do they have?</p>	<p>At AVESC all staff will have ongoing professional development throughout the year. Whole staff training allows for the opportunity to share knowledge, strategies and experiences to ensure consistency of the academy's approach for supporting pupils with SEND.</p> <p>Staff have access to SEND resources and information that provides staff with up to date information. This includes information from external support services where appropriate.</p>

	<p>Recent training includes:</p> <ul style="list-style-type: none"> • Annual Safeguarding training • Mental Health First Aid • Team Teach • First Aid • Mental Health Awareness • SEN Code of Practice
<p>Evaluating Effectiveness</p>	<p>AVESC staff will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 Code of Practice.</p> <p>We also monitor effectiveness through:</p> <ul style="list-style-type: none"> • Behaviour/Attendance logs • Lesson observations • Scrutiny of students' books and work • Consultation with external agencies • Feedback from pupils and parents/carers • Baseline tests and assessments to inform interventions • Learning walks • Planning scrutiny • Annual reviews for EHC plans
<p>How will I be involved in planning and supporting my child?</p>	<p>AVESC is committed to working in partnership with parents and carers. We will:</p> <ul style="list-style-type: none"> • Have regard to the views, wishes and feelings of parents • Provide parents with the information and support necessary to enable full participation in decision making

	<ul style="list-style-type: none"> • Support parents to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood • Regularly contact parents of children and young people to share and discuss plans • Provide regular reports for parents on their child's progress. <p>We encourage regular communication with parents and carers. Where and when necessary, keyworkers/tutors will communicate with parents and carers as frequently as required. This may be via email or telephone conversations. All parents and carers of children with SEND also have the opportunity to meet and discuss individual progress and discuss any queries with staff from AVESC.</p>
<p>How will my child be involved in their own learning and in decisions about their education?</p>	<p>Upon admission to AVSEC pupils complete a one-page profile. This will provide information about the pupils likes and dislikes and what they feel helps them learn best.</p> <p>We value and celebrate each pupil being able to express their views on all aspects of school life. This is usually carried out through regular meetings of pupils with their keyworker and through pupil voice questionnaires.</p> <p>If your child has an EHC Plan, they will be involved in reviewing their own outcomes.</p>
<p>Where can I find out about other services for my child?</p>	<p>The local offer website from the LA has information about the services that are available.</p> <p>http://www.derbyshiresendlocaloffer.org</p>
<p>Who else could support your child with SEND?</p>	<p>As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.</p> <p>Specialist support may include help from:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Education Welfare • CAMHS • Speech and Language and Occupational Therapy • School Health

	<p>Where a child is looked after by a Local Authority, we will work closely with the other relevant professionals involved in the child's or young person's life as a consequence of being looked after.</p>
<p>How can my services family get support from these?</p>	<p>Depending upon the circumstances a member of staff may be able to refer the family or provide contact details for these services.</p> <p>Following assessment these services will usually provide advice to school if the parent/carer gives their permission for the information to be shared.</p>
<p>Who can I contact to find out about other support for pupils with SEND and their families?</p>	<p>Derbyshire Information, Advice and Support Service (DIASS) provides independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers.</p> <p>The service is impartial, confidential, and works at arm's length from the local authority. The advice is free and accessible to all parents of children with SEND. They also offer support for children and young people with SEND.</p> <p>https://www.derbyshireiass.co.uk/home.aspx Telephone: 01629 533668 Monday to Friday from 9:30am to 3pm. Email: ias.service@derbyshire.gov.uk</p>
<p>What happens if my child needs specialist SEN equipment or other facilities?</p>	<p>AVESC will make reasonable adjustments to provide specialist aids and equipment in accordance with assessed needs. The Local Authority will provide specialist equipment such as wheelchairs when it has been prescribed by a relevant health service specialist.</p>
<p>How does the academy support pupils with medical conditions?</p>	<p>AVESC follows the statutory guidance for 'Supporting children with medical conditions' and has a policy based around these guidelines. Included in the policy is the guidance for administering medications</p> <p>https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions</p>

What if I want to complain?	<p>AVESC has a complaints policy which can be found on our website. If you wish to complain we always suggest you speak to us first to try to resolve any issues. Initial contact can be made with the relevant site lead.</p> <p>Please see the complaints policy on our website for full details.</p>
What is the local offer and where can I find it?	<p>The Local Authority (LA) Local Offer</p> <p>The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.</p> <p>The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Derbyshire Local Offer can be found here:</p> <p>http://www.derbyshiresendlocaloffer.org</p>