



AVANTI SCHOOLS TRUST

Special Educational Needs and Disability (SEND) Policy



Summer 2025

Review date: Summer 2026

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This policy is in force until further notice from:	Summer 2025
This policy must be reviewed by no later than*: <i>*this refers to the term in which the Policy must be reviewed by the appropriate Committee for recommendation to the Board.</i>	Summer 2026
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1. Vision and Values

Our vision is to inspire spiritually compassionate changemakers.

We aspire for all children and young people, including those with SEND, to flourish academically, socially, physically and spiritually. We are guided by principles inherent in *Learning without Limits* (Swann et al., 2010): co-agency, trust and an ethic of everybody. We want every child or young person to be Academically ambitious, Independent as possible and with Relational skills and qualities (A.I.R.)

Our approach to inclusion is rooted in highest expectations and a belief in every young person with SEND to progress and achieve. We expect our educators, support teams and leaders to develop strong relationships with children, young people and their families. In nourishing these relationships, we provide a foundation of inclusive practice.

Our practice is rooted in the Avanti Way. Specifically, and drawing from new evidence in the field of SEND:

1. Knowing children and young people well. Investing in relationships and in knowing about learners well, we develop bold and aspirational targets for cognitive, social, physical and spiritual development.
2. Strengthening inclusion through relationships and partnerships. Inclusive schools do not work in isolation. Strong relationships based on trust with families, local authorities, and external services help create coherent and consistent support for children.
3. High quality and research informed practice. Expert teaching is the bedrock of inclusive practice. Leaders focus on inclusive practice in their school development priorities. This is accompanied with well-planned interventions and guided support.
4. Clear systems and structures ensure nothing is left to chance. Expert and evidence-informed targeted support is organised in clear and structured systems so schools can ensure support is available when needed, and that responsibilities are well understood. Graduated models enable earlier, more coordinated responses across settings.
5. Inclusion as a strategic and shared responsibility. Leaders see inclusion as a core priority and principle across their settings, not a separate system. When responsibility is shared and guided by a clear ethos, schools align planning, development, and accountability to drive consistent, inclusive practice.

2. Aims and Objectives

We aspire for children and young people with SEND to live and learn as independently as possible. We aim for all children and young people with SEND to be suitably challenged, with high aspirational targets, for cognitive, personal and social

development. We use the acronym AIR: Academically ambitious, Independent as possible and Relationship making skills and qualities.

We will:

- Listen to children and young people with SEND and take into account their views and aspirations.
- Listen to families of children and young people with SEND and take into account their views and aspirations.
- Be bold in raising aspirations and expectations of children and young people with SEND.
- Ensure high quality first teaching supported by a well planned intervention programme.
- Be vigilant about early identification and timely intervention
Provide children and young people with access to a broad, balanced curriculum and full participation in school life
Ensure that all staff know their responsibility to support children and young people with SEND.

3. Legislation and Guidance

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 children and young people with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND coordinators (SENCOs) and the special educational needs (SEND) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for children and young people 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 academy trusts which sets out trustees' responsibilities for children and young people with SEND.

- The School Admissions Code, which sets out the school's obligation to admit all children and young people whose Education, Health and Care Plan (EHCP) names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

This policy links to the following documents:

- SEND information report.
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting children and young people with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

5. Definitions

A child or young person has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most 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 mainstream schools

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 schools

5.1. Disability

Children and young people are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

We will make reasonable adjustments for children and young people with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.2. The 4 areas of need

The needs of children and young people with SEND are grouped into 4 broad areas. Children and young people can have needs may have multiple needs across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the child or young person's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Children and young people with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Children and young people who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Children and young people with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Children and young people may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences

	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child or young person becoming withdrawn or isolated.
Sensory and/or physical	Children and young people with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children and young people may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These children and young people may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1. The Local Authority

To support children, young people and their families, the Children and Families Act requires all local authorities to set out a local offer. The local offer is a description of support and services, which are available to children and young people who have SEND, and their families. It outlines how services can be accessed and the criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations.

The offer provided for our schools by their designated Local Authorities are linked in the table below:

Local Authority	Website
Bristol - Avanti Gardens School	Bristol Local Offer
Croydon - Krishna Avanti Primary School, Croydon	Croydon Local Offer
Harrow - Krishna Avanti Primary School, Harrow - Avanti House Primary School - Avanti House Secondary School	Harrow Local Offer
Hertfordshire - Avanti Brook Primary School - Avanti Meadows Primary School - Avanti Grange Secondary School	Hertfordshire Local Offer
Leicester	Leicester City Local Offer

- Krishna Avanti Primary School, Leicester - Avanti Fields All-Through School	Leicester County Local Offer
Redbridge - Avanti Court Primary School	Redbridge Local Offer
Somerset - Avanti Park School	Somerset Local Offer

6.2. The SENDCo (Special Education Needs and Disabilities Coordinator)

Our qualified SENDCos will:

- Begin discussions with parents whose children may have SEND and then liaise about support
- Work with the Principal/Head of School and SEND SSC Lead to determine the strategic development of the local SEND policy and provision in their school
- Work with Avanti Schools Trust to determine the strategic development of SEND provision across the Trust.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children and young people with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual children and young people.
- Advise on the deployment of the school's delegated budget and other resources to meet children and young people's needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the child or young person and their parents/guardians are informed about options and that a smooth transition is planned.
- When a child or young person moves to a different school or institution: Make sure that all relevant information about a child or young person's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Principal/Head of School and SEND SSC Lead to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Make sure the school keeps its records of all children and young people with SEND up to date and accurate.
- With the Principal/Head of School, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the Principal/Head of School, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.

With the Principal/Head of School and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.3. SSC (School Stakeholder Committee)

The SSC will:

- Appoint a SEND SSC Lead.
- Ensure that the school does all it can, making reasonable adjustments, when necessary, to meet the needs of the children and young people with SEND.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties in relation to children and young people with special educational needs.
- Ensure that all SSC members are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed.
- Ensure the appointment of an appropriately qualified SENDCo

6.4. The Principal/ Head of School

The Principal/Head of School will:

- Work with the SENDCO and SEND SSC Lead to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO and SEND SSC Lead to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for children and young people with SEND, and their progress.

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual children and young people.
- Make sure that the SENDCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of children and young people on the SEND register.
- With the SENDCO, advise the LA when a child or young person needs an EHC needs assessment, or when an EHCP needs an early review.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.5. Teaching staff

All teachers are responsible for:

- Planning and providing high-quality teaching that is adapted to meet child or young person needs through a graduated approach.
- The progress and development of every child or young person in their class.
- Working closely with any teaching assistants to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENDCO to review each child or young person's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND information report.
- Communicating with parents/guardians regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the child or young person and the school.

Listening to the parents'/guardians' concerns and striving to be bold and realistic about a child/young person's progress and learning journey.

6.6. Parents and guardians

Parents or guardians should inform the school if they have any concerns about their child's progress or development.

Parents or guardians of a child or young person on the SEND register will always be given the opportunity to provide information and express their views about the child or young person's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the child or young person's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child or young person
- Given an annual report on the child or young person's progress
- The school will take into account the views of the parents or guardians in any decisions made about the child or young person.

6.7. The child or young person

Children and young people will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child or young person:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The children and young people's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

Each Avanti School publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our Approach to SEND Support

8.1. Identifying Children and Young People with SEND and Assessing Their Needs

We begin by assessing each child or young person's current skills and attainment through baseline assessments, building on information from previous settings or Key

Stages where appropriate. We also consider any existing evidence of disability and, if applicable, identify any reasonable adjustments the school needs to make.

Teachers continuously monitor the progress of all learners, identifying those who:

- Progress significantly slower than their peers, despite starting from the same baseline.
- Do not maintain or exceed their previous rate of progress.
- Struggle to close, or widen, the attainment gap between themselves and their peers.
- Show delays in areas beyond academic attainment, such as personal development or social skills.

When a child/young person is not making expected progress, teachers will first address this through high-quality, adapted teaching. If progress remains limited, the teacher will consult the SENDCo to discuss whether an underlying special educational need may be contributing. If needed, and in consultation with parents or guardians, we may seek advice from external specialists.

In identifying SEND, we remain mindful that:

- Slow progress or low attainment alone does not mean a child has SEND
- Children working at age-expected levels may still have hidden learning difficulties
- Pupils with English as an Additional Language are not assumed to have SEND unless difficulties extend beyond language acquisition
- Persistent behavioural issues may signal an unmet need, but are not themselves evidence of SEND

Our approach focuses on desired outcomes, including academic progress and wider development, shaped by the views and aspirations of the child or young person and their parents/guardians. We then determine whether these outcomes can be achieved through adjustments to our core offer, or if additional provision is required.

If a pupil joins the school with an identified SEND - whether noted by a previous setting, through involvement with external agencies, or via an Education, Health and Care Plan (EHCP) - we will work collaboratively with all relevant professionals to ensure support is in place as early as possible.

8.2. Provision

Most children and young people's needs are met through high-quality, differentiated teaching. Where more support is needed, we follow the graduated approach: **assess-plan-do-review**.

Provision is personalised and may include:

- Quality First Teaching.

- Targeted interventions.
- Individual Learning Plans (ILPs), Pupil Passports, or Class Overviews (in Primary).
- Support from external professionals or specialist resources.

8.3. Consulting and Involving Children, Young People, and Parents/Guardians

We place the child or young person and their family at the centre of all decisions regarding SEND provision. Early discussions help ensure:

- A shared understanding of the children's strengths and challenges.
- Parental concerns are heard and acknowledged.
- Everyone agrees on the outcomes being worked towards.
- Clear next steps are outlined and understood.

Notes from these discussions are recorded in the pupil's file. Parents/guardians are always informed if special educational provision is to be put in place.

For children who are **looked after** by the local authority, we take seriously our role as corporate parents. Given the national context showing overrepresentation of looked-after children within SEND, we are committed to:

- Avoiding assumptions based on care status.
- Monitoring progress of looked-after pupils termly.
- Maintaining an up-to-date, clearly understood personal support plan.
- Collaborating closely with professionals including social workers, the LAC nurse, and the virtual school head.
- Ensuring inclusion in school life and adapting arrangements when necessary.

All children and young people are encouraged to reflect on their own learning and participate in shaping the support they receive.

8.4. The Graduated Approach to SEND Support

Once a pupil has been identified as having SEND, we implement the **graduated approach**, a four-part cycle designed to remove barriers and promote progress.

1. Assess

The teacher and SENDCO conduct a detailed analysis of the pupil's needs, incorporating views from the learner and their parents/guardians. Advice from external agencies may also be sought. This assessment is reviewed regularly and may involve observing responses to specific interventions.

2. Plan

In collaboration with the child or young person and their parents/guardians, we agree on strategies, interventions, and expected outcomes, setting a clear review

date. All staff involved are made aware of the plan and their role in delivering it. Parents/guardians may also be asked to support strategies at home.

3. Do

The class or subject teacher retains overall responsibility for implementation and progress. Where support is delivered by other staff, the teacher works closely with them and the SENCO to ensure effective delivery and impact. The SENDCO also supports with problem-solving and further assessment.

4. Review

At the agreed time, the support and interventions are evaluated for effectiveness and impact. This includes input from the child or young person, parents/guardians, and staff. Based on this, the plan is updated or revised to ensure continued progress and development.

8.5. Levels of support

School-Based SEND Provision

Children and young people receiving SEND support within school are added to the **SEND register**. Their needs are met through the **graduated approach** using the school's own staff and resources.

If a child's needs go beyond what the school can provide, staff will involve an **external specialist** as early as possible.

This support is funded through the school's **notional SEND budget**, and these pupils are recorded on the school census under **Code K**.

Education, Health and Care Plan (EHCP)

Some children and young people need more support than the school-based provision can offer. In these cases, they may require an **EHCP** - a legal document outlining their needs, the support required, and the desired outcomes.

EHCP support is funded partly by the school's notional SEND budget and, where necessary, by the **Local Authority**, using the **high needs block** of the **Dedicated Schools Grant**.

Children/young people with an EHCP are recorded on the school census under **Code E**.

8.6. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children and young people with SEND by:

- Tracking children and young people' progress, including by using provision maps.
- Carrying out the review stage of the graduated approach in every cycle of SEND support (assess, plan, do, review).
- Using child or young person questionnaires.
- Monitoring by the SENCO.
- Holding annual reviews for children and young people with EHCPs.
- Getting feedback from the child or young person and their parents/guardians.

9. Transition

Robust transition systems are important for children and young people with SEND to ensure that appropriate provision and support is in place when children and young people move between different phases of education.

We request specific information from the previous setting and all documentation about special educational needs included in a child or young person's record is transferred between schools when a child or young person moves setting.

In order to ensure a smooth transition to and from our school, we will ensure that our inclusion team work with the relevant team from the previous/new setting to ensure that key child or young person information is passed on. We will ensure that the child or young person's needs are fully understood prior to the transition taking place. This process will include parents and children and young people, so that their views are considered and they are fully aware of the steps taken to ensure a smooth transition.

This rounded approach ensures children and young people attend the first day of school with confidence, knowledge of the school site, and an awareness of the school day. Children and young people are also familiar with some of the teaching staff and the inclusion team.

For secondary settings:

The school has high aspirations for all children and young people with SEND and supports them in preparing for the next phase of education or training and beyond into adult life. We provide opportunities for all children and young people to practice developmental and transferable skills, which will prepare them for adulthood and a productive life as members of their community.

10. Attendance

Many children and young people with SEND face complex barriers to attendance. Their right to an education is the same as any other child or young person and

therefore the attendance ambition for these children and young people is the same as it is for any other child or young person. However, they may need additional support.

Our approach to supporting children and young people who are absent from school due to their SEND is set out in our attendance policy.

11. Safeguarding

We recognise that children and young people with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer children and young people with SEND, and the support we provide to help children and young people overcome any communication barriers they face, see our safeguarding/child protection policy.

12. Supporting children and young people with Medical Conditions

Some children and young people might have medical conditions and should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

In addition, some children and young people may have an Education, Health and Care Plan, which brings together health and social needs. The school will ensure that their special educational provision and the SEND Code of Practice (2015) is followed.

13. Links with external professional agencies

Avanti Schools Trust recognises that it won't be able to meet all the needs of every child or young person. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

- Social services

14. Admission and accessibility arrangements

Please refer to our Admission's Policy and Accessibility Arrangements Policy

15. Complaints about SEND provision

Please refer to our Complaints and Concerns Policy

16. Monitoring and evaluation arrangements

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children and young people with SEND at the start of the autumn term.
- How early children and young people are identified as having SEND.
- Children and young people's progress and attainment once they have been identified as having SEND.
- Whether children and young people with SEND feel safe, valued and included in the school community.
- Comments and feedback from children and young people and their parents/guardians.

This policy will be reviewed by Trustees **annually**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Trustees.