

Aylesbury Vale Academy, Including the Primary Phase, Special Educational Needs (Information) Regulation Annual Report 2019/20

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#). This should be made available on their website.

This template document has been co-produced by parents of children and young people with SEND in Buckinghamshire.

1. The type of SEND provision that the Aylesbury Vale Academy, including the primary phase, provides is mainstream.

The Academy's Accessibility policy can be found here:

<https://www.theacademy.me/page/?title=Policies&pid=27>

The Aylesbury Vale Academy's Policy, including the Primary Phase

2. The Aylesbury Vale Academy's Policy (including pupils who do and do not have an EHC Plan) is as follows:
 - identifying and assessing pupils with SEND

All students attending Aylesbury Vale Academy, including the primary phase, are monitored and assessed regularly to ensure that they are making appropriate progress. In addition to this, students' interactions with others are observed to assess their social competency. If it is evident that a student is experiencing ongoing barriers to learning and/or interaction despite quality first teaching, a teacher may raise initial concerns with the SENDCo. Parents are also encouraged to raise initial concerns should they feel their child has an underlying learning need that is preventing continued progress. This can be achieved by emailing the SENDCo and completing the appropriate documentation listed on the Aylesbury Vale Academy website. At this stage, the SENDCo will explore the effective implementation of the graduated approach. This may include advice and suggestions of how a student can be more effectively included through differentiation strategies or possibly short term intervention. In these cases, a note will be made that the SEN team are aware of the student and their progress will be reviewed at the next assessment point. If the challenges faced by the student have not improved after the strategies/interventions have taken place, it may be necessary to consider allocating them SEN support status. At this stage, parents/guardians will be invited in to discuss this with the SENDCo. All concerns raised during this meeting are considered and strategies to support the student are then agreed and documented on an Individual Provision Map (IPM). IPMs are reviewed along with parents and students at least termly. All staff have access to student IPMs and SEND Support Plans and should refer to them in their planning for progress. In very few cases, a student may not begin to make progress in line with their peers. In such instances, it may be necessary to make an application for Higher Needs Funding or Educational Health care Plan to the Local Authority. This will allow for more intensive intervention from a range of outside agencies.

- evaluating the effectiveness of its provision for pupils with SEND

If it is considered necessary for a student to take part in an intervention, parents/guardians will be asked for permission. Interventions are short-term measures with a clear aim. Students will participate in baseline and end point assessments. These interventions are planned to promote progress however, if this is not achieved an alternative means will be explored. At Aylesbury Vale Academy, including the primary phase, we approach provision using the Assess, Plan, Do, Review process.

- assessing and reviewing the progress of pupils with SEND

Meetings to review SEND provision are held regularly, but at least three times each year with an allocated Key Worker. They include the advice of all professionals who have worked with the individual student or family. At each review meeting, progress toward previous targets is evaluated and new targets are set. The SENDCo holds an annual review of all EHC Plans across both phases in conjunction with parents, students and external professionals.

The Aylesbury Vale Academy's Approach to Teaching and Learning

3. The approach of the Aylesbury Vale Academy, including the primary phase, to the teaching and learning of pupils with SEND is as follows:
 - by adapting the curriculum & learning environment that ensures:
 - An interesting and inclusive curriculum that builds on student's strengths and aspirations
 - Differentiation to student's individual needs across the whole curriculum along with adapted resources as required
 - Curriculum adaptation, including small group intervention in the primary phase and smaller classes in English, Maths and Science at KS4
 - Advice and updates from specialists in order to establish and maintain a safe environment for students with a range of disabilities
 - The provision of access arrangements for both internal and external tests and exams
 - with additional support for learning

Staff are provided with a range of strategies to support differentiation in the classroom. Regular lesson observations are undertaken to ensure such strategies are being incorporated into lessons. All teachers implement the 'AVA taxonomy', which ensures a stepped approach to progress. A team of LSAs support students with their learning both within the classroom, and in small group intervention where this is felt appropriate.

- through activities that are available to pupils with SEND in addition to those available through the curriculum

Every student is encouraged to take part in normal school activities as well as extra-curricular clubs and sports. Where required, adaptations are made to ensure that all can participate fully and the student, their parents and, where necessary, external professionals are consulted in order to do enable this.

Adjustments to the curriculum take into account the specific difficulties encountered by the student and may involve (but are not limited to) adapted materials, modification of rules and times along with health and safety considerations. At all times, the Aylesbury Vale Academy, including the primary phase, will take reasonable measures to ensure that students are able to play a positive part in decisions when it comes to their inclusion.

- through improving the emotional and social development of pupils with SEND

The Aylesbury Vale Academy, including the primary phase, delivers a range of interventions to support students' emotional and social development. Interventions may include mentoring, self-esteem and confidence building clubs as well as small group sessions. The Aylesbury Vale Academy, including the primary phase, continues to build upon the skills of the support team through a range of training opportunities.

The Aylesbury Vale Academy, including the Primary Phase, Facilities

4. The facilities at the Aylesbury Vale Academy, including the primary phase, and how we obtain new or specialist equipment & facilities are as follows:

All students who encounter accessibility difficulties are assessed to ensure that they can safely leave the building in case of emergency and are included in the planning for safe evacuation. Where it is evident that specialist equipment or facilities are required, these will be sourced and provided. The school has both a disabled and general lift, which students can use. Doorways are wheelchair accessible with no steps, either into classrooms or to outside areas. A disabled toilet and showering facilities are available where required.

The Aylesbury Vale Academy, including the Primary Phase, Training

5. The arrangements for staff training at the Aylesbury Vale Academy, including the primary phase, in relation to pupils with SEND are as follows:

Staff are encouraged to contribute to the development of ongoing CPD training and inset is planned according to feedback from staff, observations and student need. Outside professionals linked to named students provide consultation surgeries and on-going training to both teachers and support staff is provided where as required. Support staff are actively encouraged to undertake training as learning opportunities become available and in accordance with school need.

- Specialist expertise is obtained by the Aylesbury Vale Academy

Specialist expertise is obtained through a variety of sources. Staff training is purchased through the Buckinghamshire Learning Trust or can be provided by bought-in services from other providers where necessary to the ongoing improvement in provision for staff and students alike at Aylesbury Vale Academy, including the primary phase.

The Aylesbury Vale Academy, including the Primary Phase, Consultation

6. The arrangements at Aylesbury Vale Academy, including the primary phase, to involve families are as follows:

- parents/carers of students with SEND concerning the education of the child / young person

Parents are regularly consulted in relation to their child's support and its progress/effectiveness. This is undertaken through regular meetings, telephone calls, emails and letters. The Aylesbury Vale Academy, including the primary phase, considers parental input into the support of their children essential. We are keen to work together in order to ensure the best possible outcomes for the student.

- children/ young people about their education

Children and young people are actively encouraged to take ownership of their support and learning. Their voice is central to how this should be shaped. They are included in all meetings where appropriate.

Teachers mark books regularly and provide individualized, constructive feedback, which encourages students respond, and develop their subject knowledge. In addition to this, regular verbal feedback is provided informally when students are working on a task and when responses to teachers' questions are made.

The Aylesbury Vale Academy, including the Primary Phase, Partnerships

7. The Governing Board of the Aylesbury Vale Academy, including the primary phase, involves other bodies (including health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by the following:

The Aylesbury Vale Academy, including the primary phase, has access to a range of external professionals. Where appropriate, the Academy makes referrals to agencies such as Speech and

Language, Occupational Therapy or Specialist Teaching Services. Prior to any referral, parents will have been consulted to ensure that we are in agreement that this is an appropriate next step and to gain consent. The student concerned will also be given the opportunity to express their own feelings regarding a referral. If all parties are in agreement, the student's particular area of need will be discussed with the service to explain the reasons for the referral. Following a specialist assessment, the relevant service may provide a report detailing the support requirements to be built into the support plan. In consultation with students, parents/guardians and Key worker/SENDCo, the support plan and/or IPM will be updated and circulated to teaching staff so that they can implement the updated advice.

Where a specific provision is recommended in a small group, this too will be implemented however, it may be necessary to ensure that staff delivering are adequately trained to do so effectively.

The Aylesbury Vale Academy, including the primary phase, also works with Educational Psychologists who discuss concerns in relation to individual students. Where needs are ongoing and significant, it may be advisable to undertake an assessment. Students/Parents/carers will be fully included in such discussions.

Where students are supported by external professionals such as Social Care, CAMHS and the health service, specialist advice is sought and the Aylesbury Vale Academy, Including the Primary phase, strive to work effectively in conjunction with these other agencies. Where it is felt a student with SEND may be vulnerable on a personal safety level, resources such as 'Keep Safe' and 'R U Safe?' are utilised.

8. The arrangements at Aylesbury Vale Academy, including the primary phase, for pupils with SEND transferring between other education providers or preparing for adulthood & independent living are as follows:

Wherever possible, students considered to be vulnerable, or as having additional educational needs, transferring to the Aylesbury Vale Academy, including the primary phase, are offered additional visits prior to admission. These visits are designed to familiarise them with the school setting, to allow them to meet key staff, take part in a range of activities and specially planned lessons. Liaison takes place between staff from the existing school and those at the Academy to ensure that we are made aware of students' needs before they transfer to the Aylesbury Vale Academy, including the primary phase,

When students with SEND leave the Aylesbury Vale Academy including the primary phase, to start at a new school, all information is transferred, including current needs, past provision, advice on specialist equipment or relevant task / site adaptations. All KS4 students with SEND are provided with a Connexions meeting so that any support required in terms of post 16 applications is provided. The Connexions' advisor is invited to all support reviews to help facilitate a smooth transition to further education. The Aylesbury Vale Academy Team is available to other educational providers for discussions and meetings in relation to students joining or moving on from the Academy.

9. The Aylesbury Vale Academy including the primary phase, communicates the contact details for the support listed above to pupils with SEND and their families during meetings and as advised by telephone.

The Aylesbury Vale Academy's Key Contacts

10. The name and contact details of the Aylesbury Vale Academy's SEND co-ordinator

Name: Mrs N Bowley SENCO Email: nbowley@theacademy.me Tel: 01296 428 551

Name: Mrs E. Jefford Assistant Principal SENDCo Email: ejefford@theacademy.me
Tel: 01296 647226

11. The contact for compliments, concerns or complaints from parents of pupils with SEND

Name: Ms R Rochefort Chair of Governors

Email: cog@theacademy.me

The Aylesbury Vale Academy's Complaints policy can be found here:

<https://www.theacademy.me/page/?title=Policies&pid=27>

The Aylesbury Vale Academy's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk