

## Aylesbury Vale Academy Special Educational Needs (Information) Regulation Annual Report 2022/23

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As required by the SEND Regulations, we are required to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#). This should be made available on our website.

51. For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1.

52. The governing body or proprietor of the school must publish on the school's website its report containing SEN information.

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 provides is mainstream.

The Academy's Accessibility policy can be found here:

<https://www.theacademy.me/attachments/download.asp?file=213&type=pdf>

### **The Aylesbury Vale Academy's Policy,**

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 are monitored and assessed regularly by their class teachers and support staff 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 and appropriate early intervention, 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 hampering 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 a graduated approach to support and intervention for the student. This may include advice and suggestions of how the student can be more effectively included using differentiation strategies or a short term, measureable intervention with a clear target outcome. In these cases, a note will be made that the integrated 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 initial 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 agreed and documented on an Individual Provision Map (IPM). IPMs are reviewed with parents and students three times a year.

All appropriate staff have access to student IPMs, SEND Support Plans and EHCP documentation. These should be used when planning for progress.

In some cases, a student may continue to struggle to make progress in line with their peers. In such instances, it may be appropriate to seek assessment from outside agencies such as Paediatrics (2-4) or CAMHs (5+) for further exploration of need. For a small number of children (4% across England), it 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 and further support from relevant outside agencies and accessibility to support staff.

- 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 fully informed of the reasoning behind this and anticipated outcome and next steps. Permission will be required if a child is under 16 years.

Interventions are short-term measures with a clearly defined aim. Students included will participate in baseline and end point assessments. These interventions are planned to promote progress however, if this is not achieved, alternative measures will be explored – This may include further assessment.

At Aylesbury Vale Academy 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 a representative from the AVA SEN team. These documents are reviewed in the second, fourth and sixth half term unless there is a new development or change in circumstance which requires an interim review.

IPMs include the advice of all professionals who have worked with the individual student or family, Student and parental/guardian views. At each review meeting, progress toward previous targets is evaluated and new targets are set.

For students with an EHCP we will also hold an annual review in addition to the above. Again, these meetings involve parents, students where appropriate and any relevant outside agencies.

## **The Aylesbury Vale Academy’s Approach to Teaching and Learning**

3. The approach of the Aylesbury Vale Academy to the teaching and learning of pupils with SEND is as follows:

- By adapting the curriculum & learning environment so that it ensures:
  - An interesting and inclusive curriculum that builds on student’s strengths and aspirations
  - Differentiation to meet student’s individual needs across the whole curriculum along with adapted resources as required
  - Scaffolding to support student independence
  - Accessibility
  - 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
  - Assessment for access arrangements where evidence suggests this may be appropriate
  - Access arrangements are honoured for both internal and external tests and exams where granted
  - Students are able to access their learning, either in school or remotely. This could include loaning of specialist equipment.
- With additional support for learning

Staff are provided with an extensive range of strategies to support differentiation in the classroom and receive regular updates and opportunities for training – both in house and externally. Regular lesson observations and learning walks 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.

Students have access to their key worker and lesson content is shared for revision/absent students through Microsoft Teams in the Secondary phase. Engagement, both face-to-face and virtually, is closely monitored and lack of engagement is followed up through communication with parents or home visits where 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.

In Key Stage 4, the extended school day, enrichment and independent study, support in the generation and development of skills and allow further flexibility for appropriate intervention.

Adjustments to the curriculum take into account the specific difficulties encountered by the individual student and may involve (but are not limited to) adapted materials, modification of rules and times along with health and safety considerations. In some cases, it is necessary to create a bespoke timetable which incorporates time to address prescribed therapies or necessary skills. At all times, the Aylesbury Vale Academy 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 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 continues to build upon the skills of the support team through a range of training opportunities. A wealth of resources designed to support students and their families can be found on our website which is regularly updated.

## **The Aylesbury Vale Academy Facilities**

4. The facilities at the Aylesbury Vale Academy 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 if deemed necessary. Doorways are wheelchair accessible with no steps, either into classrooms or to outside areas. A disabled toilet and showering facilities are available where required.

In the event of lift failure, classes will relocate to accommodate those with accessibility difficulties.

## **The Aylesbury Vale Academy Training**

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

Staff are empowered and encouraged to drive their own CPD in line with the Academy's goals and their own self-reflection. In addition to this, teachers encountering complex needs within their classrooms are encouraged to undertake specific training designed to build confidence and skill in facilitating ongoing progress for all of our learners. Outside professionals linked to named students provide consultation surgeries and on-going training to both teachers and support staff. Support staff are actively encouraged to undertake training as learning opportunities become available and in accordance with arising need.

- Specialist expertise is obtained by the Aylesbury Vale Academy

The support team engage with a range of external agencies including Educational Psychologists and the specialist teaching service. Additional expertise is obtained through training opportunities throughout the year from a range of providers.

## **The Aylesbury Vale Academy Consultation**

6. The arrangements at Aylesbury Vale Academy 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 progress. This is undertaken through regular meetings, telephone calls, emails and letters through Edulink. The Aylesbury Vale Academy considers parental engagement and opinion on 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 regularly and provide individualised, constructive feedback, which encourages students to respond, and develop their subject knowledge. In addition to this, regular verbal feedback or live marking is provided when students are working on a task and when responses to teachers' questions are made.

## **The Aylesbury Vale Academy Partnerships**

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

The Aylesbury Vale Academy has access to a range of external professionals. Where appropriate, the Academy makes referrals to agencies such as Childhood and Adolescent Mental Health services, 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 IPM or 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 in advance to do so effectively.

The Aylesbury Vale Academy 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 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 the Youth Offending Service, 'Keep Safe' and 'R U Safe?' are utilised.

8. The arrangements at Aylesbury Vale Academy 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 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. In some cases, there may be several additional visits. 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.

When students with SEND leave the Aylesbury Vale Academy to start at a new school, information is transferred, including current needs, past provision, advice on specialist equipment or relevant task / site adaptations. This information is sought as a child Joins us.

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 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 E. Jefford Assistant Principal SENDCo Email: [ejefford@theacademy.me](mailto:ejefford@theacademy.me)

[sendco@theacademy.me](mailto:sendco@theacademy.me)

Tel: 01296 647226

Sally Dutson Assistant SENDCo, Secondary Phase  
Lucy Doherty Assistant SENDCo Primary Phase

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

Name: Robin Scott – Chair of Governors

Email: [cog@theacademy.me](mailto:cog@theacademy.me)

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

<https://www.theacademy.me/attachments/download.asp?file=355&type=pdf>

## **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](http://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@bucksfamilyinfo.org](mailto:familyinfo@bucksfamilyinfo.org)