

SEN Information Report



What types of SEN do we provide for?

Addington Valley Academy (AVA) is a Special school for students aged 2 to 19 years with ASD and Severe Learning Difficulties, as well as additional complex needs.

<p>How do we identify and assess students with SEN?</p>	<p>All students at AVA have either an Education Health and Care plan or are accessing the school's specialist provision whilst undergoing statutory assessment. Once a child or young person starts attending the school we may carry out other assessments. For example, if a child is not learning as well as we expect we may undertake additional assessments which may identify a sensory need or specific learning difficulties. In these circumstances we would work in close partnership with our therapists and other multiagency professionals in order to gain a full, clear, picture of the child's needs. In such circumstances AVA always ensures that parents or carers are closely involved in the process. Any student may have changes to their provision in school in the short term or long term if we think they need extra help in particular areas, we will always discuss with families.</p>
<p>What is our approach to teaching students with SEND and encouraging engagement</p>	<ul style="list-style-type: none"> • Students are broadly grouped according to key stage and abilities; • There are opportunities for some students to have small group or one to one support where necessary; • All our teachers are responsible for the learning of the students in their class; • We aim for our classes to have a teacher and at least two Learning Support Assistants (LSA) who provide skilled support for the teacher as well as cover in the absence of the teacher; • We are skilled at identifying, nurturing and using specific expertise among our staff; Staffing levels in any group are decided by taking into account the differing needs of students within a group. Therefore staff-student ratios can vary across the school. • All students have an adapted personal curriculum to help them engage and learn; • We liaise closely with therapy colleagues to ensure that therapeutic input is seamlessly embedded in students' learning; • All students have a customised learning environment to help them access the curriculum; • We have additional expert staff supporting students at different times during their school career; helping with their communication, health and/or social and emotional needs;
<p>How do we adapt the curriculum and learning environment?</p>	<p>We provide a curriculum that is broad and relevant to the needs of students. It is practical, fun, and encourages our students to</p>

	<p>become as functionally literate, numerate, communicative and as independent as possible, both within the immediate school environment as well as within the local community;</p>
<p>How do we consult with parents and carers to involve them in the education of their child?</p>	<ul style="list-style-type: none"> • Every child has a home/school diary. This is a two way communication process and we strongly value input from home. It is completed by school on a daily basis. For many families, this is complemented by additional communication streams such as email, communication via an online app, as well as regular telephone calls; • Formal EHC plan reviews are held annually, with parents / carers and their child and any professionals currently involved. Any aspects of a child's development can be discussed at the review. Parents and carers will be fully involved in setting targets for the following twelve months, as well as longer term outcomes for the key stage they are currently in; • We hold three parent / carer consultation events each year in addition to the annual review meetings. These provide an opportunity to discuss progress and any issues that may be arising; • We hold regular support / training events for families at AVA. This includes information meetings for new parents and carers about the support and services available at school, information workshops that support parents / carers with their child at home (for example, PECS);
<p>How do we prepare students for adulthood, including transitioning to another provision?</p>	<p>Students in KS4 and KS5 focus on learning that is heavily contextualised in 'real-life'. This includes focussed work on travel training, work experience opportunities with local businesses, as well as meaningful Relationships and Sex Education and E-Safety support. We have links with local schools and will work closely with the OHCAT Sutton & Croydon hub. These links prepare our students for adult life long before they leave AVA. Through individualised support that is carefully constructed to meet the needs of each student, we ensure that our students leave AVA happy, well-rounded, citizens ready for the next phase in their adult lives.</p>
<p>How do we assess and review student progress towards their outcomes</p>	<p>At AVA, we assess and review progress made by our learners by:</p> <ul style="list-style-type: none"> • Reviewing the comparative progress of different groups of learners when judged against their starting points; • The breadth and depth of accreditation achieved by our older learners, and ensuring that this accreditation is both challenging and relevant to their individual needs; • The destinations of our students after they leave us and whether they remain in full time education, training or gainful employment one year after leaving. We hope to continue finding out about their successes further into the future as well;

	<ul style="list-style-type: none"> • Through regular reviews of students' 'Learning Journey' folders which provide a portfolio for each student documenting their progress and achievements over time; • The quality and ambition of lesson planning and whether, on observation, this leads to exciting and stimulating lessons; • Lesson observation evidence, which forms a key part of teachers' appraisal; • By listening to our students through our school councils but also by offering other feedback opportunities across the year; • By listening to the views of parents and carers through parents evenings, curriculum information evenings, parent & carer questionnaires and "Parent View" • Our governors make regular visits to school both formally and informally. They also receive regular updates about students' progress so that they can make sure the education on offer is meeting the needs of all the students;
<p>How do we support students with SEND with their emotional and social development, and overall well-being?</p>	<p>At AVA, we ensure that school is a secure, caring and educationally challenging environment, in which our students feel happy, safe and eager to learn.</p> <p>We have a robust Safeguarding policy and procedure in place. Students' health and well-being is paramount. Intimate care is conducted discreetly and with dignity; fostering independence whenever possible. We work closely with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication.</p> <p>We will work closely with Children & Adolescent Mental Health Service (CAMHS) if your child needs that level of support. We also have a school dog who individual / groups of students regular visit and take out for walks in the local community.</p> <p>We believe that promoting and supporting staff wellbeing will benefit student wellbeing also. We work with our staff in a number of imaginative and innovative ways to support their wellbeing, ensuring that staff come to school feeling rested and positive about their work with students.</p>
<p>What expertise and training do our staff have and how do we involve other organisations, specialists or equipment to support our students and their families?</p>	<p>All staff within the school are given training to help them provide education for students with a wider range of learning difficulties, including medical training where needed</p> <p>All teachers complete the full five-day TEACCH course within two years of their appointment at AVA.</p> <p>In addition, regular staff meetings are used to provide a breadth of training that is linked to identified areas of need.</p>

	<p>We work closely with other special schools and staff also attend curriculum support groups and collaborative training sessions in conjunction with mainstream schools in Croydon and across other London boroughs.</p> <p>AVA liaises with other specialists involved including Speech and Language, Physio and Occupational therapists as well as specialist teachers for visual, hearing and multi-sensory impairment. We ensure the specialist equipment is accessible, used correctly and recommended programmes are built into the school day.</p>
<p>How accessible is AVA?</p>	<p>AVA is fully accessible. The school is single-storey and the corridors throughout AVA are wide. There are shower and changing facilities for those students that require an adult to take care of their intimate needs.</p>
<p>How does AVA ensure that it remains fully up to date with new teaching methods and new technologies to support students' learning?</p>	<p>AVA is a forward-looking school that seeks to embrace new ideas and new technologies that enable students to make better progress. We regularly work alongside other SEND schools in Croydon and attend events such as the annual BETT show in London. We invest significantly in staff training to ensure that our staff have a complete and up to date understanding on a range of SEND issues.</p> <p>We keep accurate records of staff training and ensure that where training is time-limited (for example, first aid training), the relevant staff members receive refresher training prior to it expiring.</p>
<p>Where can I get further information about services for my child?</p>	<p>The information in this report forms part of Croydon's Local Offer which can be found at www.croydon.gov.uk.</p> <p>In addition, AVA are always happy to provide support and information to parents and carers. Please contact the school if you seek additional information or support.</p>
<p>Who can parents and carers contact with concerns about the provision of SEN?</p>	<p>We would encourage parents and carers to speak to their child's class teacher in the first instance about any concerns they may experience.</p> <p>Parents and carers are always welcome to discuss any difficulties involving their child with John Reilly, Principal, or with Joe Sheppard, senior teacher.</p> <p>The school has a complaints policy which is available to parents and carers via the main school office</p>