3.2. Avanti's approach to inclusion

The ethos of our schools - driven by our values and adopted by all staff – will be inclusive. We place a strong value on both academic achievement and personal development, believing that pupils should achieve their full potential, learning alongside their peers within a nurturing environment. We will work diligently with pupils, teachers, and parents/carers in order to ensure that all pupils with SEN/D receive a rich curriculum which reflects their individual needs and aspirations. There will be a clear focus on teaching and learning within each school with a commitment to developing well-rounded, young people who are happy and responsible for shaping their own purposeful futures. We believe that the entitlement to an inclusive, broad, balanced, relevant, and differentiated curriculum is a right for all and should not be constrained by age, gender, religion, race, disability, special education need or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure, and developmental environment, in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment.

4. Definitions

4.1. In line with the SEND Code of Practice Avanti Schools Trust defines SEN/D in the following ways:

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Learners must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4.3. The Equalities Act (2010) defines disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. The legal definition of disability is not the same as the definition of special educational needs. Consequently, it is possible to be disabled and not have SEN, and vice versa. It is also possible to be both disabled and have SEN. As advised in the SEN Code of Practice (2015), Avanti Schools Trust accepts that a medical diagnosis may mean that a pupil may be termed as having a disability but not necessarily having a special educational need.

4.4. Pupils with SEN and/or Disabilities admitted to Avanti Trust Schools could have difficulties with one or more of the following:

- ¶ Communication and Interaction
- ¶ Cognition and learning
- ¶ Social, mental, and emotional health
- ¶ Sensory and/Physical

4.5. The Revised Code of Practice (2015) sets very clear expectations that:

- ¶ SEN/D is integral to the workings of a school and not an additional after thought
- ¶ All teachers are teachers of SEN/D

5. Roles and Responsibilities

5.1. The SSC will:

- ¶ Appoint a SEN/D SSC Lead
- ¶ Ensure that the school uses its best endeavours, making reasonable adjustments when necessary, to meet the needs of pupils with SEND 153.0 153.34'0.0g0 G[0078 130. TJETQ
- ¶ Have regard to the SEND Code of Practice (2015) when carrying out its

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

6.2. An individual pupils needs may not fall neatly into any one 'box' and the Code of Practice (2015) recognises this. Some pupils have other medically diagnosed disabilities which may impact upon their learning

7. Identifying pupils with SEN/D and assessing their needs

7.1. We will assess each pupil's current skills and levels of attainment on entry from previous settings and Key Stages. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupils's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

7.2. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN/D. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

7.3. Before a pupil is added to the SEN/D register Avanti Schools Trust will undertake a

8. Consulting and involving pupils and parents

8.1. We will have an early discussion with the pupil and their parents when identifying whether a pupil's

individual pupil so that he or she overcomes barriers to achievement.

9.4. Teachers are responsible and accountable for the progress and development of the pupils they teach, including those who access Teaching Assistants or specialist staff. At Avanti Trust Schools the quality of teaching for all pupils is regularly and carefully reviewed, including for those pupils who are at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN/D most frequently encountered.

9.5. Where a pupil has an EHCP, the School will carry out an Annual Review which the pupils, their parents/carers, outside agencies, SENDCo and any other school staff as appropriate, will be invited to attend. Pupil's voice on the personal reflection of their learning experience will be an important factor of this review process. The meeting will focus on the pupils' outcomes and update recommendations relating to the pupils provision or placement. This will be reported back to the local authority.

10. Admission Arrangements

10.1. The schools in the Avanti Trust are inclusive mainstream schools. Entry to the schools is through normal admission arrangements via the relevant local

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SEN/D must be fully involved and engaged in the assess, plan, do, review cycle:

15.2. All our schools aim to work closely with parents/carers of children with SEN/D through clear and regular communication.