



Venture  
Learning

**Special Educational Needs and Disabilities (SEND)  
Information Report  
Venture Learning**

**Document Owner**

Rhys Griffiths

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**Next Review Date**

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## Key Staff and Contacts

### Provision Based Contacts

Name	Role
Rhys Griffiths	Chair Of The Proprietary Board SENDCo
Rich Hill	Headteacher
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### SEN information report

#### The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for the four areas of need.

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome (ASD), Speech and language difficulties (SALT)

Cognition and learning, for example, dyslexia, dyspraxia, learning disability

Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), diagnosed SEMH

Sensory and/or physical needs, for example, visual impairments, hearing impairments, provision of specialist equipment as advised by OT, medicine administering, and personal care need to be discussed with the SENDCo and school teams.

#### Identifying students with SEN and assessing their needs – Transition



Using a graduated response with information provided at transition into school, including SEND information attainment levels will determine appropriate support to be reviewed regularly.

Class teachers will make reasonable adjustments to accommodate students learning and differentiate accordingly with regular assessments of progress for all students. This will allow them to identify those whose progress:

Is significantly slower than that of their peers

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, the views and the wishes of the student and their parents.

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.

If you think that your child may have special educational needs or are concerned about your child's progress, then you should speak to the Headteacher or Deputy Headteacher.

### **Consulting and involving students and parents**

We will have a discussion with the staff, the pupil and their parents when identifying whether they need additional support.

These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

### **Assessing and reviewing pupils' progress towards outcomes**

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review (APDR)

The SENCo/team will carry out a clear analysis of the student's needs. This



will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers
- The views and experience of parents
- The student's own views

Advice from external support services, if relevant

### **Our approach to teaching students with SEN**

Venture Learning use 7 teaching principles to support quality first teaching and meet the needs of all students. These 7 teaching principles ensure that the needs of students with special educational needs are met within the groups or 1:1 if required. The classroom teacher is responsible for applying these 7 teaching principles and making reasonable adjustments to lessons to meet the needs of all students

### **Complaints about SEN provision**

Complaints about SEN provision in school should be made to the SENDCo in the first instance.

The local authority local offer/ Contact details of support services for parents of students with SEN

Venture Learning is supported by commissioning schools plus a wide range of services, including:

- Specialist teams from the Local Authority
- CAMHS and MHST

### **Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo and Headteacher.

It will also be updated if any changes to the information are made during the year.

### **Links with other policies and documents**

This policy links to the following Academy documents:

- Venture Learning Accessibility policy
- Venture Learning Safeguarding policy



- Venture learning Behaviour policy

Useful websites.

- Equality Act 2010: guidance - GOV.UK ([www.gov.uk](http://www.gov.uk))
- SEND code of practice: 0 to 25 years - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Local Dyslexia Associations - British Dyslexia Association ([bdadyslexia.org.uk](http://bdadyslexia.org.uk))

Nottingham local offer

- Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory
- Nottshelpyourself | SEND Local Offer
- Home | Ask Us Nottinghamshire ([askusnotts.org.uk](http://askusnotts.org.uk))
- Nottingham and Nottinghamshire IASS - IASS ([iassnetwork.org.uk](http://iassnetwork.org.uk))



