



ARCHWAY ACADEMY INDEPENDENT SCHOOL
SEND POLICY



Introduction

This policy outlines the framework for Archway Academy to meet its duties and obligations to provide a high quality education to all of its pupils within the following principles:

- The involvement of children and parents/guardians/carers in decision making;
- The identification of children's needs;
- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of our children and young people;
- Successful preparation for adulthood, including independent living and employment.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations);
- Health and Social Care Act 2012;
- Equality Act 2010;
- Mental Capacity Act 2005;
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25;
- Supporting Children with Medical Conditions;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children.



Inclusion

Archway Academy takes an inclusive approach where pupils learn, contribute and take part in all aspects of school life; this means SEND pupils spend most of the time learning with their peers.

Integration is based on assessment and detailed understanding of pupils': learning habits, language knowledge, motivators and specialist observation about learning needs (e.g. Dyslexia, ADHD, ASD).

Planning and preparation is directly informed by and linked to EHC plans and detailed pupil profiles.

Our holistic approach extends to extra curricular activities so that all pupils get to know and appreciate each other. In this way, pupils become aware of and benefit from the mutual benefits of inclusion: meaningful friendships and respect, creating and navigating lasting friendships and understanding how different people react.

Definitions

The law states that a child has a special educational need if he/she has a:

Significantly greater difficulty in learning than the majority of others of the same age;

Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of special educational need

Archway Academy will make provision for pupils with the following kinds of need:

Communication and interaction;

Cognition and learning;

Social, mental and emotional health.

Roles and responsibilities

The Governing Body has a responsibility to:

Use their best endeavours to secure the special educational provision called for by a child or young person's SEND;

Provide a SENCO who has responsibility for coordinating provision for pupils with SEND. (The SENCO at Archway Academy is Jess Southall);



Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability;

Take necessary steps to ensure that pupils are not discriminated against, harassed or victimised;

Publish annually, the school's SEND Policy and to set out the measures and facilities to assist access for pupils with SEND;

Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan.

The Head of School has a responsibility to:

Ensure that those teaching or working with the pupils are aware of their needs, and have arrangements in place to meet them;

Ensure that Tutors regularly monitor and review the pupil's progress during the course of the academic year;

Cooperate with local authorities during annual EHC plan reviews;

Ensure that the SENCO has sufficient time and resources to carry out their functions;

Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements;

Ensure that Tutors understand the strategies to identify and support vulnerable pupils and have knowledge of the SEND most frequently.

The SEN Coordinator (SENCO) must:

Collaborate with the Governing Body and Head of School, as part of the school leadership team, to determine the development of SEND policy and provision in the school;

Work with the school Governors and the Head of School to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;

Undertake day to day responsibility for the operation of SEND policy;



Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans;

Liaise with the relevant designated member of staff where a looked after pupil has SEND;

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;

Liaise with the parents/guardians/carers of pupils with SEND;

Liaise with other schools, educational psychologists, health and social care professionals, partners and independent or voluntary bodies;

Be a key point of contact with external agencies, especially the Local Authority and Local Authority support services;

Liaise with the potential future providers of education to ensure that the pupil and their parents/guardians/carers are informed about options and a smooth transition is planned;

Provide professional guidance to colleagues and work closely with staff members, parents/guardians/carers, carers, partners and other agencies;

Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family;

Ensure that the school keeps the records of all pupils up to date;

Ensure that records of pupils are stored in locked cabinets in a separate locked room, including: confidential records, EHC plans, review documents and their recommendations and additional reports from outside agencies.

Tutors must:

Plan and review support for their pupils, in collaboration with parents/guardians/carers, the SENCO and, where appropriate, the pupil themselves;

Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment;

Use appropriate assessment to set targets which are deliberately ambitious;

Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to any pupil achieving;

Use their best endeavours to meet the needs of ALL children in their class.



Involving pupils and parents/guardians/carers in decision making

Effective planning should help parents/guardians/carers, children and young people express their needs, wishes and goals, and should:

Focus on the child or young person as an individual, not their 'SEND label';

Be easy for the child, young person and their parents/guardians/carers to understand and use clear, ordinary language and images, rather than professional jargon;

Highlight the child or young person's strengths and capacities;

Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future;

Tailor support to the needs of the individual;

Organise assessments to minimise demands on families;

Bring together relevant professionals to discuss and agree together the overall approach.

Joint commissioning, planning, and delivery

Archway Academy will collaborate with the Local Authority in the exercise of its duty to work together with health and social care providers, by identifying improved system outcomes in consultation with pupils and their parents/guardians/carers, taking into account:

Prevention;

Early identification/recognition;

How pupils and their families will be able to access services;

How transitions between life stages and settings will be managed, including from primary to secondary, and secondary to further education (FE);

How provision and support services will enable pupils to prepare for their future adult life.



We will also draw upon the wide range of local data sets about the likely education needs of children and young people to forecast future need, including:

Population and demographic data;

Prevalence data for different kinds of SEN and disabilities among children and young people at national level;

Numbers of local children with EHC plans and their main needs;

The numbers and types of settings locally that work with or educate children with SEND;

An analysis of local challenges/sources of health inequalities.

Archway Academy will also plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

Improved educational progress and outcomes for children and young people;

If gaps are identified or other needs arise consider commissioning services on a school or cluster basis.

Funding

Archway Academy will allocate the appropriate amount of core per pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.

Local offer

Archway Academy will cooperate generally with the Local Authority and local partners in the development and review of the local offer.

Identification

To identify pupils with further SEND needs, Archway Academy will:

Assess each pupil's current skills and levels of attainment on entry;

Make regular assessments of all pupils to ensure that the intervention;

Ensure that the child's progress is similar to that of their peers starting from the same baseline;

Match or better the child's previous rate of progress;

Prevent the attainment gap growing wider.



The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

We will further assess whether a pupil has a significant learning difficulty, where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness.

Outcomes of assessment will inform SEND support strategies and interventions.

SEND Support

Interventions can be implemented through a graduated response where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness;

- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;

- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school;

- Has communication and/or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

If needs are still not being met

The relevant Tutor and/or SENCO, in consultation with parents/guardians/carers, will seek advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period;

- Continues working at National Curriculum levels substantially below that expected of children of a similar age;

- Continues to have difficulty in developing literacy and mathematical skills;

- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;

- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.



Assessment

Archway Academy will, in consultation with the pupil's parents/guardians/carers, request a further needs assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Education, Health and Care (EHC) plans

Archway Academy will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.

Reviewing an EHC plan

Archway Academy will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the Local Authority if requested;

- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting;

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited;

- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting;

- Cooperate with the Local Authority during annual reviews;

- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting;

- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

SEND Tribunal

Archway Academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.



Preparing for Adulthood

Archway Academy will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 14 -19.

Data and record keeping

Archway Academy will:

Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils;

Maintain an accurate and up to date register of the provision made for pupils.

Confidentiality

Archway Academy will not disclose any EHC plan without the consent of the pupil's parents/guardians/carers with the exception of disclosure:

To the SEND Tribunal when parents/guardians/carers appeals and to the Secretary of State if a complaint is made under the Education Act 1996.

On the order of any court for the purpose of any criminal proceedings.

For the purposes of investigations of maladministration under the Local Government Act 1974.

To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.

To Ofsted inspection teams as part of their inspections of schools and local authorities.

To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.

To the principal (or equivalent position) of the institution at which the pupil is intending to continue and progress his/her education.