



SEND Policy

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1. Introduction

1.1 Ethos

At Armthorpe Academy, our values form the basis of our SEND vision. We aim to equip our young people with the ambition to do their best, whilst taking responsibility for their own learning and taking pride in their work. Further to this, we embed a culture of respect for themselves and each other. In short, our resolution is to continuously 'improve on improvement' until every aspect of the provision that we make for our students is outstanding.

We believe that all children and young people are entitled to an education that enables them to make progress in order to:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The SEND team at Armthorpe Academy are committed to identifying and addressing the needs of pupils with Special Educational Needs/Disabilities. Throughout their learning journey, we will ensure that every child with Special Educational Need(s) and/ or disability receives the most appropriate and bespoke package of support to meet their needs.

Without doubt, quality first teaching and learning is vital and all students must have access to this. Armthorpe Academy provides a broad and balanced curriculum, which facilitates this and supports all children, wherever possible, to successfully participate in activities alongside each other regardless of any special educational need or disability. We will ensure that through continued professional development staff develop the underpinning knowledge and skills they need in order to deliver effective teaching and learning, within the classroom that meets the need of all students, including those with SEN/D.

We recognise the need to work in partnership with parents, carers, students and external agencies to ensure that students are supported effectively to overcome any barriers to learning, which they may experience. Our team of staff have high expectations of all students, providing appropriate learning and teaching experiences within a positive pastoral framework. We aim to support students, by nurturing an ethos of high aspirations, confidence and fostering in them the desire to achieve.

1.2 Definition of Special Educational Needs and Disability (SEND):

A student has a learning difficulty or disability if he or she:

- Has a more significant difficulty in learning than the majority of others of the same age;
- Has a disability, 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.

The Code of Practice (2015) identifies four categories of Special Educational Needs. It is important to note that a young person may experience difficulties in one area, or multiple areas.

Communication and Interaction (C and I)

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they interact with others.

Cognition and Learning (C and L)

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties – MLD;
- Severe learning difficulties (SLD) where support may be needed in all areas of the curriculum and with mobility and communication;
- Multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of

conditions such as dyslexia and dyscalculia.

Social, emotional and mental health difficulties (SEMH)

Students may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or physical needs

Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Students with an MSI have a combination of vision and hearing difficulties.

Some students with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

1.3 Curriculum Support will include:

- Identifying and assessing an individual student's needs;
- Ensuring staff are aware of a student's needs;
- Providing an appropriate curriculum;
- Ensuring continuity and progression;
- Providing appropriate teaching materials and support;
- Providing effective differentiated and personalised teaching strategies. In addition, we will:
- Make referrals and work in partnership with external support services, where necessary
- Track, monitor and evaluate individual progress;
- Ensure that parents/carers are fully involved in any decisions about the support their child receives and that they understand any processes, such as the graduated approach/ EHCP process;

2. Roles and Responsibilities

Teaching and supporting students with special educational needs is the responsibility of all staff.2.1

Organisation: SEND

Key Staff:

SLT Link: Mr. A Peirson

SENDCo: Miss. M Smith

Governing Body:

The Governors and the Principal have responsibility for agreeing the Academy's policy and approach to meeting the needs of students with SEND. They will:

- Ensure that the objectives for SEND are set through the appraisal process;
- Monitor the policy and SEND provision, including funding, equipment, staffing and student progress.

The Principal and SLT:

The Principal is responsible for:

Setting objectives and priorities for SEND in the Academy Development Plan;

Line-managing the day-to-day provision for students with SEND, including setting a budget for supporting students within SEND Policy

the Academy's overall financial resources;

- Informing the Governing body about SEND;
- For the allocation of funding devolved directly from the LA to support SEND students at the Academy.

SENDCo:

The SENDCo is responsible for:

- Disseminating information and raising awareness of SEND issues according to the SEND Code of Practice 2015;
- Completing Annual and Transitional Reviews;
- Managing SEND provision and the day-to-day operation of the policy;
- Managing and developing the roles of teaching assistants, through training and appraisal;
- Ensuring that students are identified and assessed and progress is tracked;
- Coordinating provision for students;
- Supporting the teaching and learning of students with SEND;
- Keeping accurate records of all students with SEND;
- Drawing up, reviewing and monitoring Student Support Plans for those with SEND;
- Monitoring the delivery of the SEND Policy;
- Deploying the Academy's Learning Support Team.

In addition, the SENDCo is responsible for liaising with:

- Parents and carers of students with SEND;
- Teachers and support staff;
- Primary schools and specialist settings;
- Other SENDCos, both locally and nationally;
- Outside agencies.

Faculty Leaders

Faculty Leaders are responsible for ensuring appropriate:

- Curriculum provision and delivery for SEND students is appropriate; Appropriate teaching resources and support are in place; Monitoring the progress of SEND students.

All Staff: "All teachers are teachers of special needs". They will:

- Have a detailed knowledge of students with SEND;
- Devise strategies and identify appropriate differentiated methods of access to the curriculum, in conjunction with the SENDCo and Learning Support;
- Refer to SEN Support Plans/ advice from SENDCo;
- Monitor the progress of students with SEND, advise agreed targets and objectives; Raise individual concerns with the SENDCo;
- Contribute to Annual and Transitional Reviews.

Learning Support Assistants:

Learning Support Assistants are managed by the SENDCo. They support individual students or groups of students in lessons and through the delivery of interventions. In addition, they:

- Plan and deliver individualised programmes and interventions where appropriate;
- Monitor progress against targets;
- Assist with drawing up SEN Support Plans;
- Contribute to the review process, either in person or with a written report;
- Work in partnership with teachers to ensure effective deployment within the classroom;
- Work with small groups or individuals under the direction of the class teacher;
- Support students on educational visits, as required;
- Communicate SEND issues to the SENDCo and liaise with teaching staff;
- Attend meetings and training as required.

3. How does the Academy identify if a student requires extra support and what should I do if I think my child/young person may have special educational needs?

If you have any concerns or questions related to your child possibly having a special educational need, please do not hesitate to contact the SENDCo (contact details are given in this document). We will then follow a graduated response in order to gather all necessary information in order to support them effectively.

Progress and achievement is rigorously tracked and the data is used to identify both underachievement and lack of progress. We gather information from:

- Reading comprehension;
- Phonics Screening and Single word reading;
- Pastoral staff;
- KS2- KS3 Transition: If a Y6 pupil has an Educational Health and Care Plan (EHCP) a member of the Academy will endeavor to attend review meetings. In addition to this, an enhanced transition package will be offered to young people with SEND.
- SEN Support Plans/ EHCP documentations;
- Information from outside agencies, including Educational Psychologist, ASCETs, Speech and Language Service and CAMHS;
- Baseline assessments;
- For students who transfer to the Academy, we will gather information from their previous educational setting. Furthermore, if a young person joins the Academy mid-term, a Learning Zone placement is provided to ensure full baseline testing and curriculum provision is organised, before the transition into mainstream classes.

Where we have concerns about a student's progress, or emotional well-being, we will seek advice from support agencies, as appropriate.

4. How will I be involved in the decisions about my child and how will both you and I know how my child/young person is doing?

We recognise that parental involvement is fundamental to ensuring that appropriate and personalised packages of support are implemented in order to meet a young person's special educational needs/disabilities. As a result, parents/carers are welcome to contact the Academy, if they have concerns about progress, achievement and current support.

Furthermore, we acknowledge that monitoring and tracking progress is vital when ensuring positive outcomes for all of our students and we recognise the importance of keeping you informed of your child's progress. We monitor and track progress as follows:

- Students' data from subject teachers is monitored and tracked at each review point;
- The progress of students with a statement or EHCP (Education Health Care Plan) will be formally reviewed at an Annual

Review with the student and all adults involved;

- If your child has an EHCP, you will be invited to termly meetings with the SENDCo to review the SEN Support Plan;
- You will be invited into parents' evenings, where you can discuss the progress of your child with the subject teacher;
- Regular reviews will take place for those students with a SEN Support Plan; Regular meetings will take place for those young people who have an ILP.

If your child is still not making expected progress, the Academy will discuss with you any concerns that you may have. A range of methods will be used to keep you informed, including a telephone call, text message, letter, email or by holding a meeting at the Academy. Please contact the Academy if you feel that you need any additional information about your child.

5. How will the curriculum be matched to my child / young person's needs?

At Armthorpe Academy, we are able to provide highly personalised learning opportunities to meet the needs of our students across both KS3 and KS4.

Placement in class groups is initially determined by assessment data. Students are grouped according to ability to support with curriculum planning and delivery in order to meet the needs of all our students. Furthermore, LSA support will be provided for students where necessary.

The Academy expects all students to have access to a broad and balanced curriculum. However, if needed, in discussion with the student and parents, we do have the capacity to adapt this to meet the needs of a young person.

6. How will school staff support my child/young person?

Staff at Armthorpe Academy pride themselves in providing Quality First Teaching and Learning through differentiation, effective feedback and marking, and by ensuring that students' needs are met in the classroom. Subject teachers are all responsible for the students that they teach. For those students identified with special educational needs/disabilities, LSA support may be provided in some lessons.

The Student Welfare Team and staff within the Learning Zone offer personalised support to students. In addition, if a student requires a specific intervention they may be withdrawn from lessons. Our interventions include:

- VIP club at unstructured times;
- PiXL Code Phonics Intervention and the Accelerated Reader;
- ILPs;
- Personalised timetables; • Learning Zone intervention;
- Educational Psychologist;
- ASCETs involvement and the 'I am Unique' Intervention;
- Access Arrangements for exams;
- Time out passes;
- Mentoring- by referral through school.

7. How is the decision made about what type and how much support my child/young person will receive?

All students attend mainstream lessons. They are supported individually, in small groups or in mainstream lessons.

For students with an EHCP, support will be allocated according to need and using the advice and strategies that are highlighted in the plan and by professionals. Students at SEND Support access high quality first teaching which is differentiated and matched to need. Furthermore, in-school interventions may be used to support the young person. Learning Support Assistants are available to support students if required.

A number of students follow specific interventions, tailored to their needs, as part of a bespoke curriculum.

When deciding what support a student will need to make progress, we will look at the EHC plan, meet with parents/carers and the young person, review a student's progress data and meet with teaching staff.

8. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

We believe that learning outside the classroom and extended learning opportunities are essential for all of our students to make progress and achieve. We provide a range of activities, trips and visits for all of our students.

Where students have a specific need/disability that may require specialist support an assessment meeting will be held with parents and carers, support services and, where feasible, an individualised package of support will be put in place.

9. How will my child/young person be supported throughout the COVID-19 pandemic?

The school understands the huge impact that COVID-19 has had on our young people, especially our most vulnerable and we strive to ensure that they are fully supported. The school has made it a priority to ensure that the provision meets the needs of those young people with SEND. In addition to this, the SEND team, Inclusion team and Pastoral team will be deployed wherever possible to meet the needs of our SEND/ vulnerable young people.

Further to this, the school is very aware that pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general. To support our young people, we have a sufficient number of staff who have been trained and completed qualifications to support young people who are experiencing mental ill health. In addition, there is access to designated staff for all pupils who wish to talk to someone about well-being/ mental health.

Although young people with SEND may have an allocated key worker who they meet regularly to chat about any concerns/ difficulties they are experiencing. Also, wellbeing/ mental health is discussed regularly in PSHE and young people and their parents/ carers are signposted to resources/ websites that can support with mental health. During this this, the school recognises that some young people may be experiencing grief, due to the loss of a family member or friend. In school, we have access to trained staff who can deliver bereavement support. Moreover, the school will seek support and advice from external agencies when necessary.

10. What support will there be for my child/young person's overall well-being?

At Armthorpe Academy, we are aware that students may need additional support for health reasons or for their emotional and general wellbeing. Students have access to the following support:

- A Student Welfare Team who liaise with key staff, parents and carers and will attend meetings.
- Learning Zone provision that offers support to our vulnerable young people.
- attendance tracking, monitoring and support.
- Form tutors, who liaise with parents/carers and see the young people every morning.
- Medical support (nursing team, physiotherapy, Occupational Health).
- Social Care and Health Support.
- EWO.
- 1:1 Mentoring, referrals can be made by the school.
- Educational Psychologist.
- VIP Club at break and lunch.
- Homework club.

11. What specialist services and expertise are available at or accessed by the school?

The Academy works closely with a range of outside agencies and specialist services as appropriate.

These include:

- Educational Psychology;
- School Health including Hearing and Visual Impairments;
- CAMHS;
- Speech and Language including NHS Speech and Language Support;
- ASCETS;

- Social Care;
- Early Help Team;
- Specialist Assessments for Access Arrangements; Physiotherapy;
- Occupational Therapy.

If students require additional advice and support to make expected progress, we will meet with parents and carers to agree a way forward. A plan will be agreed and, where appropriate, outside agencies will be invited to the Academy to discuss next steps. A plan of action will be drawn up and regularly reviewed.

Where a student requires Element 3 support funding or statutory assessment leading to an EHCP we will call an assessment meeting.

12. How accessible is the school environment?

The Academy seeks to be fully compliant with the Disability Discrimination Act Requirements and for further information you may wish to read the school's Accessibility Plan.

- The Academy is largely accessible for students who may require the use of a wheelchair ramps;
- Disabled toilets are in place throughout the buildings;
- We ensure, wherever possible, that all equipment is accessible to children, regardless of their needs. Where a child has a specific disability or special need we will liaise with parents, carers and relevant agencies, to ensure that a transition plan is in place and to secure necessary equipment and on-going advice.

Although the above is accurate, due to COVID-19 restrictions accessibility to the school site will be restricted, to ensure the health and safety of our staff and young people.

13. How are parents/carers and young people themselves involved in the school?

At Armthorpe Academy, we actively encourage both students and parents to be involved in learning and the life of the academy. This is carried out through:

- Parents' evenings
- Parents can apply to be a parent governor, when a vacancy arises;
- Parents can join the Parents' Forum;
- Parent meetings;
- Young people in Y11 have the opportunity to become prefects;
- Students form part of the recruitment process when appointing new staff to the Academy.

14. How will the school prepare and support my child/young person to join the school, transfer to a new school, or the next stage?

If your child is moving to another school, or is making the transition to post-16 education, we will:

- Contact the SENDCo and ensure she/he knows about any special arrangements or support that needs to be made for your child;
- Make sure that all records about your child are passed on as soon as possible.

If your child is transferring from Year 6 with a statement or EHCP we will:

- Attend the annual review or a transfer review meeting;
- Organise transition sessions for your child to attend in the summer term.

Where a student with a statement or EHCP transfers to the academy mid-term we will discuss this with you and any other relevant outside agencies.

Children with EHCPs or statements are supported through the post-16 transition, including support with completing applications and transport to interviews.

15. Who can I contact for information about my child/young person's special SEND Policy

needs/disability?

Main contact details:

SENDCo: Miss Michelle Smith - contact number: (01302) 831582 ext: 126

Email: michelle.smith@Armthorpeacademy.org.uk

SLT Link: Mr. A Peirson