

The Arnewood School SEND Information Report will address the following key questions:

1. Special educational needs provision at the Arnewood School.
2. How does the Arnewood School know if children/young people need extra help and what to do if I think my child has special educational needs?
3. How do both you and I know how my child is doing and how will you help me to support my child's/young person's learning?
4. How will Arnewood Staff support my child/young person? How will the curriculum be matched to my child's/young person's needs?
5. How is the decision made about the type and how much support my child/young person will need?
6. How will my child be included in activities outside of the school classroom including school trips?
7. What support will there be for my child's/young person's overall well-being?
8. What specialist services and expertise are available and accessed by the school?
9. What training is provided for staff supporting children and young people with SEND?
10. How accessible is The Arnewood School, indoors and outdoors?
11. How are parent/carers/young people currently involved in The Arnewood School?
12. What steps should I take if I have a concern about the school's SEND provision?
13. How will school prepare and support my child/young person to join the school, transfer to a new school, or transition to the next stage of life.
14. Where can I get further information about services for my child/young person?

1. Special educational needs and disabilities (SEND) provision at the Arnewood School.

Welcome to Arnewood School 11-19 Academy report on Special Educational Needs and Disability (SEND). As you read this report you will be able to see the number and variety of ways in which The Arnewood School 11-19 Academy supports children with SEND to ensure they reach their full potential.

Our Special Educational Needs Co-ordinator (SENCo) is Miss Zebedee. Middle Manager. Miss Zebedee holds the mandatory qualification of National Award of Special Needs Co-ordinators (Level 7) and mandatory qualification for Access Arrangements (Level 7)

Our Governor with responsibility for SEND is Elizabeth Cook

The Arnewood School is a mainstream school.

Arnewood School 11-19 Academy welcomes all into our school community. The Arnewood School Motto 'Be the best you can be' leads our approach to learning, always encouraging children to aim high and drive for success.

All students at Arnewood School has access to a broad and balanced National Curriculum at Key Stage 3. The students follow a suitable and appropriate pathway at GCSE/Key Stage 4. There is personalisation to Key Stage 4 should it be needed.

“High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.” Code of Practice January 2015. At the Arnewood School we are committed to ensuring the progress and attainment of SEND and Non-SEND students.

Alongside the High-quality teaching we offer students a range of other means to promote good progress, and include after school support with homework, and a range of short and long-term interventions which are developed on an individual basis dependent on need.

The progress of all students in the school is tracked and teachers are responsible for the progress of SEN students through a diverse, differentiated, multi sensory and high quality teaching. The SEND department also monitor the progress of the SEND students and liaise with teachers regarding progress, and identifying any barriers to their learning.

At the Arnewood School we strive to ensure attendance is good for all students. When a student’s attendance falls to 90% it is equivalent to missing half a day a week. There is a clear link between attendance and achievement, academically and socially. Regular and persistent absence can result in a Penalty Notice issued. Information relating to this is available in The Arnewood School Attendance Policy.

If you would like to know more information about what we offer for SEND students Please contact the school on 01425 625400.

2. How does The Arnewood School know if children/young people need extra help and what to do if I think my child has special educational needs?

The Arnewood School uses guidance provided by Hampshire County Council to identify special education needs. A wealth of information is gathered for SEND children/young people, as follows:

- Liaison with primary feeder schools prior to entry in Year 7. This happens during the summer term of Year 6;
- Analysis of testing information. Students attend The Arnewood School for two induction days. During this time the students will all take Cognitive Ability Tests (CAT) and a Dyslexia Screener Test. This provides the school with data in which to prepare ahead for your child’s transition to Arnewood.
- The school uses a number of additional tests, at times, including: Wide Range Intelligence Test (WRIT); Wide Range Achievement Test 4 (WRAT 4); Strengths and Difficulties Questionnaire (SDQ) and Dyslexia Profile. The latter is utilised to assess further any students who are identified by the Dyslexia Screener.
- Prior achievement at Key Stage 2;
- Concerns about progress of a child raised;
- We carry out further assessments for Access Arrangements to support application; and
- We provide teaching and support staff with a detailed picture of need for all students on the SEND register at SEN Support or with an Education, Health and Care Plan (EHCP)

The **Children and Families Act 2014** states that:

(1) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her;

(2) A child of compulsory school age or young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) Has a disability which prevents or hinders him or her 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.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special provision were made);

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she will be taught is different from the language (or form of language), which is or has been spoken at home;

The **Equality Act 2010** states:

‘a person who has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

‘long term’ is a ‘year or more’; and

‘substantial’ is ‘more than minor or trivial’.

A physical or mental impairment includes:

- Learning difficulties;
- Medical conditions - including Diabetes, severe forms of asthma; Physical Disability;
- Speech, language and communication impairments;
- Autism
- Specific learning difficulties; including Dyslexia.

A young person has special educational needs if he or she has a learning difficulty or disability which calls for special provision to be made for her or him.

A young person has a learning difficulty or disability if he or she: (a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind

3. How do both you and I know how my child is doing and how will you help me to support my child's/young person's learning?

generally provided for others of the same age in mainstream schools.

- We regularly use data and assessments to track all student progress at the Arnewood School. Your child will be set targets, when accessing an intervention, which are available to all teachers to help support your child in achieving the targets.
- Reading and spelling test data.
- We currently use Individual Learning Plans (ILP) to advise staff and support students with SEND. We review these termly, and parents and students are invited to be involved.
- Training on differentiation and ADHD have been provided for staff and through discussions good practice is shared.
- Achievement is celebrated using the school Rewards system for all students.
- Parent consultation evenings throughout the year.
- Ratio Gains: this is the amount of progress made, divided by the time spent on the intervention.
- Annual Reviews for children/young people with Education Health and Care Plans (EHCP)

Practically, some examples may include:

- Trained staff to help students with emotional literacy difficulties;
- We develop learning programmes with parents and students when facing new challenges within SEND.
- An established transition programme for Year 6 students through strong links and communication with the primary schools to ensure students feel confident and happy in Year 7, at the Arnewood school.
- We have a range of programmes to support specific students socially, emotionally and academically.
- We offer continued support for SEND students at The Arnewood School, throughout their time on the SEND register.

4. How will The Arnewood School Academy staff support my child/young person? How will the curriculum be matched to my child's/young person's needs?

The Arnewood School adopts the graduated approach to intervention.

The best way for SEND students to make progress is through high quality teaching. Teachers are expected to differentiate lessons to meet the needs of children and remove barriers to learning.

Clear lesson objectives that are displayed, shared with the children, and returned to throughout the lessons is the most effective inclusion of all students in the classroom. A multi sensory approach is the best way to accommodate the learning needs of all students in the classroom.

The Arnewood school includes the following features:

- High expectations and demands of pupil involvement and engagement in their own learning;
- High levels of interaction for all pupils;
- Suitable use of teacher questioning, modelling and explaining;
- Learning through discussion, with regular opportunities for pupils to talk, both individually and in groups;
- An expectation that pupils accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to engage and motivate pupils.

Some of our students will require additional intervention, in addition to the high quality, differentiated and inclusive teaching.

A range of interventions are used by The Arnewood School, such as: Toe by Toe, Lexia Literacy programme; Buddy Reading; 6th Form one to one; Word Shark; Plus 1; Power of 2; Times tables; Time; 123Maths; ELSA; Precision teaching; Social skills groups; nurture group, and outside agencies as necessary.

The support through tailored additional interventions is designed to increase the rates of progress. Children without intervention will make one months progress in one month. Interventions are aimed to double the rate of progress and secure learning for a number of students, individually and small groups.

The intention of the interventions is for students who can be expected to 'close the gap' with their peers, as a result. Interventions are usually provided during registration time to ensure children can access a wide National Curriculum, with TA support in classes to assist students, according to best practice.

SEND students who may be included in this type of intervention are students who can close the gap, and whose attainment is below the Age Related Expectations in English and Mathematics.

A minority of students will require an increasingly personalised programme based on independent evidence of what works for them. In addition there may be outside support agencies involved, specifically targeted to meet the individual needs of the child.

This type of support is provided to maximise progress and minimise the performance gap. This will entail some of the interventions mentioned above. Alongside this there may be input from external agencies, such as CAMHS.

Learning support provides a safe place for students and we have trained ELSA staff to assist students with their emotional well-being. Learning Support is utilised by children that may need a reduced timetable, one to one interventions, respite from lessons or due to physical barriers. The Arnewood School has access to the school nurse for additional support. Each year group has a pastoral support person attached. External agencies include 'It's Your Choice', CRUZ, Simon Says and these are well received and utilised to meet the needs of our students.

Students at this level of support may have an EHCP, or a Special Educational Needs Support Agreement (SENSA)

In addition children identified as SEN Support or EHCP have access to:

- TA support in class;
- option pathways at Key Stage 4;
- Reasonable adjustments to meet the needs of students with physical disabilities.

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

The aim of the provision is to identify and assess the SEND and to plan provision needed on an individual basis, to allow each student to achieve their best at Arnewood School.

1. Some students will require some level of intervention to 'close the gap' and get back on track with their attainment in literacy and numeracy or students with additional needs such as looked after children who may need some ELSA support;
2. A smaller group of children who require more specialist programmes or have outside agency involvement, such as, Child and Adolescent Mental Health Services (CAMHS).
3. Any student with an EHCP or has severe and complex needs.

Children who need extra support to achieve their full learning potential. We will:

- assess the needs of the student to identify the specific area of need and put together an Individual Learning Plan (ILP). We encourage students and parents/carers to be involved in the development of the ILP. The ILP provides teachers with the information to personalise the learning of students and to implement strategies to remove barriers to learning and progression.
- Teaching Assistants work across the curriculum, some according to qualifications and strengths.
- Students are allocated a mentor, as required, and is the key point of contact for your child.
- Parents and children are invited to be part of this process.
- Individual Learning Plans are reviewed termly; SENSA funding may be considered if the provision is not making the progress intended.

Children with SEND who need support from outside agencies

Some students with SEND may need support from outside professionals from the school setting to be able to learn and achieve in school. If this is the case then those views will be considered in the completion of the ILP.

This might include:

- Parent/School seeking advice about a young person and referrals to CAMHS and Education Inclusion Service.
- School requesting Educational Psychologist involvement;
- School requesting specialist services for disabilities.

Education Health and Care Plans.

Hampshire Local Authority SEN Department will be responsible for the EHC Plan and reviews are held annually to assess the progress made and ensure that that the correct targeted support is being given.

6. How will my child be included in activities outside the school classroom, including school trips?

The Arnewood school is a fully inclusive school.

- No child is excluded from school activities based on SEND. Risk assessments are carried out and if it indicates an unavoidable risk this may preclude an individual's involvement.
- The SEND department may allocate additional support on school trips, as necessary and based on individual needs.
- Behaviours for Learning are rewarded, and students achieve rewards of increasing prestige as they gather reward points to milestones. These achievements are celebrated in assemblies.
- TA's are trained annually on Manual Handling and use of the EVAC chair.

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

- Every child at Arnewood School, including those with special educational needs, has a form tutor who is responsible for their pastoral needs;
- Year Heads and Pastoral Support Leaders oversee the work of the form tutor;
- Learning support may provide additional levels of support such as mentoring and Emotional Literacy Support Assistants.
- PSHE is embedded in the curriculum and students rotate to study a range of topics and wider issues of citizenship and life in the modern day;
- Matron - can store and make available medication according to the students individual Medical Care Plan.
- External Agency Support. One to one support through 'It's Your Choice' timetabled weekly for students referred to the service. There is a drop in session available on Tuesdays between 3-5pm and students can self-refer to this after school service. Details are available in school from Matron.
Donna Lenton - Early Help Hub. Supporting families and students.
- The school has a unisex disabled toilet and is accessible to all on the ground floor.

- Risk assessments are carried out on individual students and are reviewed termly or sooner depending on individual student needs at any given time.
- Mental Health concerns are shared, in line with the school Safeguarding Policy.

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

The school access support and advice from a range of agencies. Current examples are: Hampshire Educational Psychology Services and Solent Educational Psychology Services; Greenwood School; Lakeside; CAMHS; NHS; Occupational Therapy; Physiotherapy; Specialist Advisory Services for physical disabilities, visual impairment and hearing impairment; Speech Language and Communication; It's Your Choice; Early Help Hub; Education Inclusion Service; Nisai Learning; Place2Learn.

9. What training is provided for staff supporting children and young people with SEND?

All staff at Arnewood School are committed to providing education and support for students with SEND.

Training is provided according to the school requirements and funding availability.

Some staff at Arnewood school have additional qualifications or have attended training which can be used as part of the School Development Plan or individual plans to help all children with SEND access the school National Curriculum.

Some qualifications or training attended held by staff, include:

- Level 2 Teaching and Learning;
- Level 3 Teaching and Learning;
- Raising boys attainment;
- Differentiation in the classroom;
- ADHD;
- Access Arrangements: Reasonable Adjustments;
- Psychometric Testing - Level 7;
- Speech, Language and Communication;
- Mental Health;
- Challenging Behaviour;
- ELSA;
- Health and Safety: Risk Assessments and Trainer qualification;
- Manual Handling;
- EVAC training;
- Accelerated Reader;
- Dyslexia Awareness and support;
- Degree;
- A Level Mathematics
- A Level Science;

10. How accessible is Arnewood School (both indoors and outdoors)?

The Arnewood School will make every effort to ensure a child/young person has full access to the curriculum and is given every opportunity to succeed.

- The Arnewood School is not a designated Local Authority 'resourced' school for specific SEND.
- The school is accessible for students in wheelchairs;
- Teaching rooms are located on the ground floor or where a room can be accessed using the lift.

- The route around the school is flat and fully accessible.
- One building is currently only accessible using stairs. Reasonable adjustments are made to ensure access to a curriculum subject is based in an accessible place, which is either ground floor or via the lift.
- The school has designated disabled parking bays which are located at the front of the school adjacent to Reception.
- Specialist equipment and any adaptations to the school site are sought through the Hampshire Specialist Advisory Service.

11. How are parents/carers/young people involved in Arnewood School? How can I get involved and who can I contact for further information?

- Through liaison with primary schools there are additional opportunities to work with students and parents to arrange additional visits for SEND students.
- Parents can be involved through the Individual Learning Plans (ILP) reviews, Parental Consultation Evenings, Parent Tutor Afternoon, Open Afternoons, Transition evenings for Year 6 students; and through meetings with the SENCo and Learning Support Manager.
- If your child has an ongoing medical condition or illness the school will support you and your child to ensure involvement in their education plans.
- Parents are key to improving the chances of achievement of their children in school by ensuring regular attendance is one of the most important ways a parent can be involved. The national statistics provide the following on the difference attendance can make towards your child achieving expected progress.
 - 95-100% their chances are nearly 7 out of 10.
 - 90-95% which is the same as one day off every two weeks. Their chances diminish significantly to just over 5 out of 10;
 - less than 85% their chances are greatly reduced at just under 1.
- Arnewood school holds numerous transition evenings for Year 6 students and parents. All parents of students in Year 6 allocated a place at Arnewood School are invited to attend with their parents. At this evening your child will meet their form tutor and you will be an opportunity to meet key staff, which usually include: Senior Leadership; Head of Year 7, Pastoral Support and SENCo.
- Student, Parents and Teachers views are sought as part of the Annual Review for EHCP students.
- Through liaison with the primary schools there may be additional transition visits. The SENCo and Learning Support Manager can be contacted by parents of students with special educational needs should they have any concerns, at any stage.
- Parents are invited to participate in the planning and review of their Individual Learning Plan (ILP), Parent Consultation Evening, Parent Tutor afternoon and feedback on reports and progress checks.

- If there should be a need to make an application for an Education, Health and Care Plan (EHC Plan), an application will be made to the Local Authority, following the correct guidelines and involvement of outside agencies, including an Educational Psychologist and will fully involve the parents/carers and the student throughout the process.

12. **What steps should I take if I have a concern about the school's SEND provision?**

Learning Support Manager: Mrs Lisa Guy

SENCo: Miss Alison Zebedee

Assistant Headteacher: Mr Paul Barrett

Headteacher: Mr N. Pressnell

Enquiries regarding SEND provision should be made to the SENCo, Miss Alison Zebedee.

Telephone: 01425 625400

Email: a.zebedee@arnewood.hants.sch.uk

The above information is correct at this time. December 2020

13. **How will the school prepare and support my child/young person to join the school, transfer to a new school, or transition to the next stage of life?**

- At Arnewood School we have an established and thorough transition programme for students in Year 6 and work closely with our link primary schools to ensure students are happy and confident in Year 7. Meetings are held with the SENCo of the primary schools to ensure information is shared and up to date. Transition Plan Agreements are completed as required, and these are reviewed during the first term.
- Arnewood School has a careers advisor to support students with careers/courses.
- We will respond to requests for information when a student transfers from Arnewood School to another school.
- We will seek information from other schools/colleges for any student joining the school during the year.
- Arnewood school offers a range of courses at VI Form. In addition we have a strong link with Brockenhurst College and assist students with transition, application and interviews.

14. **Where can I get further information about services for my child/young person.**

Support4SEND - Hampshire support for Parents/Carers of children/young people with special educational needs.

Hampshire SEN