



The Arnewood School

11–19 Academy

Working Together - Shaping Tomorrow

ARN/0059

SEND Policy 2020

3 YEAR POLICY

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THE ARNEWOOD SCHOOL 11-19 ACADEMY

THE ARNEWOOD SCHOOL SEND POLICY

POLICIES AND PROCEDURES PROFORMA

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THE ARNEWOOD SCHOOL SEND POLICY

Special Educational Needs and Disability (SEND) Policy

- 1.1. Special Educational Needs provision is an integral part of the mainstream curriculum and it is the responsibility of all of the teachers at The Arnewood School 11-19 Academy to provide for those individual needs. The Arnewood School has high expectations of all students, including those with SEND
- 1.2. All students in our school have an entitlement to a broad, balanced and relevant education so that they can reach their full potential and enhance their self-esteem.
- 1.3. The school supports inclusive education and will aim to educate students with special educational needs alongside their peers in mainstream education. Due consideration will be given to the appropriate wishes of the parents/carers and the ability to meet those needs successfully.
- 1.4. Age, gender, race, creed or individual needs do not constrain any entitlement. All students are entitled to be valued equally and must be educated to their full potential.
- 1.5. The school will involve the parents/carers in the identification, assessment and delivery of special educational needs. At all times the School will aim to have close co-operation between all agencies concerned. We recognise that for support to be successful, parents/ carers, students and teachers all have to work together.
- 1.6. Students have a right to be heard and they are expected to participate in every decision concerning the provision made to meet their special educational needs. They are expected to attend review and progress meetings with their parents/carers, such as an annual review.
- 1.7. Where students are withdrawn on an individual basis or group basis, the fundamental principle of inclusion must be maintained.
- 1.8. Achievements made by students with special educational needs must be recognised, recorded and shared.
- 1.9. The The Arnewood School 11-19 Academy will meet the needs of all students with Special Educational Needs by making the most efficient use of all available resources.
- 1.10. The Teachers' Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all students" Every teacher is a teacher of every child or young person including those with SEND
- 1.11. This Policy reflects the SEND Code of Practice, 0-25 guidance.

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Compliance with statutory requirements and legislation:

2.1. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- ● Equality Act 2010: advice for schools DfE Feb 2013
- ● SEND Code of Practice 0 – 25 (January 2015)
- ● Schools SEND Information Report Regulations (2014)
- ● Statutory Guidance on supporting students at school with medical conditions April 2014
- ● Teachers Standards 2012

2.2. This policy was created by the school's SENDCO – Middle Management role at Arnewood School. This policy is currently a draft document. Governors approval required.

The Arnewood Ambition:

3.1. To ensure all students with SEND can access a broad, balanced and differentiated curriculum with high quality teaching.

3.2. To develop independent SEND students through a supportive learning environment, which helps all students to achieve confidence, resilience and self-esteem.

3.3. To encourage the development of social skills which will promote effective learning and positive social interaction.

3.4. To ensure that students with SEND needs are identified and provision allocated with maximum efficiency.

3.5. To formalise arrangements to track progress and support learning so that SEND students achieve or exceed expectations.

Identifying Special Educational Needs

Special Educational Needs

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

A young person has a learning difficulty or disability if he or she:

1. a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
2. b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

Many students and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more students than many realise: 'long term' is defined as a 'year or more'

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and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have SEND, but there is a significant overlap between disabled students and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

(SEN Code of Practice 2014)

Disability:

The Equality Act 2010 Definition of Disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>.

The clear starting point in the statutory guidance is that disability means "limitations going beyond the normal differences in ability which may exist among people".

"Substantial" means "more than minor or trivial". Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

"Long term" means the impairment has existed for at least 12 months, or is likely to do so.

"Normal day to day activities" could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

(Study and education related activities are included in the meaning of "day to day" activities.)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

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Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.

We use the SEND Code of Practice:

4.1. The SEND Code of Practice, 2014 provides four broad categories of need:

Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have a difficulty in saying what they want to, understanding what has been said to them or they do not understand the social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have a difficulty with one, some or all of the different aspects of speech, language or social communication difficulties at different times of their lives.

Children and young people with Autism Spectrum Condition (ASC) including Asperger's and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can all impact on how they relate to others.

Cognition and Learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including; specific Learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia, moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all area of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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Social, emotional and mental health difficulties:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves 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 children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs:

Some children and young people 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 children and young people with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

4.2. These four broad areas give an overview of the range of needs for which the school should plan. The purpose of identification is to work out what action we as a school need to take, not to fit a student into a category. At The Arnewood School 11-19 Academy, we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the student.

4.3. The following areas may also impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

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The graduated approach of The Arnewood School:

Identification

5.1. We should receive information from the student's previous school informing us if they have special educational needs.

5.2. We further compile information about each student through CATs (Cognitive Ability Tests) and Dyslexia Screener. Results from these may trigger further testing to establish the full needs of the child. The SENDCo is qualified in testing with a CPT3A British Psychology Society (BPS) in psychometric testing at Masters level (Level 7 qualification)

5.3. We will carry out additional assessments to support applications for Exam Access Arrangements and to provide teaching and support staff with a detailed picture of need. This will adhere to the JCQ Reasonable Adjustments, produced and amended annually. This document can found here

https://www.jcq.org.uk/wp-content/uploads/2020/10/AA_regs_20-21_FINAL.pdf

5.4. The aim of our provision is to identify and assess the SEND and to plan the provision needed for each young person to achieve his or her best at The Arnewood School 11-19 Academy.

5.5. At The Arnewood School 11-19 Academy we have identified three categories of need:

- **Wave 1** students will require some intervention to ensure that they get back on-track in terms of their attainment in literacy and numeracy.
- **Wave 2** students may have some outside agency support in place for example Child and Adolescent Mental Health Services (CAMHS), medical professionals or counselling, whose advice will help to inform our decision about how best to support the student. Students will follow a literacy and numeracy programme.
- **Wave 3** students will have an Education, Health and Care Plan (EHCP)

5.6. If a young person needs support and is identified as Wave 1, 2 or 3 we will:

- assess the needs of that student to clearly identify their area of need and write an Individual Learning Plan

5.7. A letter outlining the Individual Learning Plan will be sent home at least once a year. This will be in addition to the normal reporting arrangements.

5.8. Some SEND young people may need support from professionals outside of the school setting to achieve a successful learning journey. If this is the case, then those views will be considered in drawing up a Individual Learning Plan. This could include:

- Parents seeking medical advice about the young person.
- School requesting Educational Psychologist involvement with the young person.

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- School requesting advice from specialist teacher advisory teams.

EHCP

6.1. The EHCP has replaced the Statement of Educational Needs. It will include in one document: Special education provision, health provision and social care provision.

6.2. Hampshire SEN Department will be responsible for the EHCP and reviews will be held by the school at least once a year to make sure that the student is making progress.

Teaching and Learning for SEND students

7.1. Students identified as Wave 1 through the reporting cycle will access tailored teaching in classes with additional, time-limited, tailored intervention support programmes.

7.2. The effective inclusion of all students occurs when:

- teaching is based on clear objectives that are shared with students;
- links are made to learning in different contexts;
- new vocabulary is carefully explained;
- lively interactive teaching styles are used and maximum use is made of visual and kinaesthetic as well as auditory / verbal learning.

7.3. Approaches of this nature are the best way to accommodate the learning of all students within each class.

7.4. In addition to high quality inclusive teaching some students will require Wave 1 intervention to ensure that they get back on-track in terms of their attainment in literacy and numeracy and to address their needs with Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. Students may also be identified as Wave 1 if they have low levels of attendance or are under achieving.

7.5. Wave 1 intervention is support which will be designed to increase rates of progress and secure learning for groups of students, putting them back on course to meet or exceed national expectations. This may take the form of tight, structured programmes of small-group support.

7.6. Wave 1 intervention will be characterised by interactive intervention programmes such as 123 Maths and Lexia and WordShark. This promotes independent learning and accessible both at home and school. Wave 1 intervention is intended for students who can be expected to “close the gap” with their peers as a result of the intervention. Interventions at Wave 1 will be designed for students for whom a well- structured, short-term programme will enable them to make progress.

7.7. Students with SEND who may be included in Wave 1 interventions are students who can be brought back “on track”; that is those students whose attainment in English and mathematics is not significantly out of step with their peers. Students with SEND receiving Wave 1 intervention for

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English and /or mathematics may have special educational needs such as Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. These students will receive other forms of support such as ELSA, Social Skills groups, and Nurture.

Students identified as Wave 2 will access everything at Wave 1 plus increasingly individualised programmes.

7.8. At Wave 2, students will have their needs addressed through inclusive teaching and in addition, will receive specific targeted approaches in terms of a SEND intervention. Students placed at Wave 2 will have particular needs related to Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. Their needs will be likely to be greater, in terms of literacy and numeracy, than those students placed at Wave 1.

Students identified as Wave 3 will access everything at Wave 2 plus increasingly individualised programmes, based on independent evidence of what works. In addition, there is likely to be specific support such as Educational Psychologist; Specialist Teachers at Hampshire SEND.

7.9. Wave 3 will be support which will accelerate and maximise progress and minimise performance gaps. Wave 3 may entail one-to-one or very small group support to ensure that students achieve very specific targets

7.10. Provision at Wave 3 is likely to entail adjustment of learning objectives and teaching styles and/ or the nature of support. Wave 3 may need to be a more intensive programme than that provided at Wave 2 and may involve individual support. At Wave 3, students will have access to SEND interventions to meet their needs. These students will have an Education, Health and Care Plan (EHCP)

7.11. If The Arnewood School 11-19 Academy is unable to fully meet the needs of the student the school will seek the advice of external agencies. This need will be evidenced in a variety of ways such as lack of progress, falling attendance or a deterioration of behaviour. This would be discussed with parents and young people and reviewed on a regular basis.

7.12. If the school identifies a need for a statutory assessment, we would consult an Educational Psychologist. Parents would meet with the Educational Psychologist and the SENDCO to agree a way forward. The school would act upon any of their recommendations which are not already in place and if there is no improvement the school would then, in consultation with parents, complete an application for statutory assessment to be carried out by the LA an application for a statutory assessment to be carried out by the LA. This can take over 6 months.

Supporting students and families

9.1. The school has a statutory requirement to provide a SEND Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act. This can be found on our school website.

9.2. The Arnewood School 11-19 Academy works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet your child's needs.

9.3. Listed below are some of the outside agencies with whom we work collaboratively:

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- Hampshire SEN Service;
- Educational Psychologists;
- Hearing Impairment Specialist Advisor
- Visual impairment Specialist Advisor
- Physical disability Advisor
- Occupational Therapists
- Physiotherapists
- CAMHS
- Bereavement Services
- NSPCC
- Children's Services
- Health Services – Diabetic Nurse; Asthma Nurse

9.4. To ensure SEND children are able to access exams and other assessments we compile information about their 'history of need', CAT (Cognitive Ability tests) and The SENDCO is qualified to carry out additional assessments, and will individually assess each student (No earlier than year 9) to support applications for Exam Access Arrangements. The SENDCO leads on Access Arrangements with support from teachers, support staff, exams office and the senior leadership team to determine and implement arrangements and for internal school tests, mock exams and external exams.

9.5. To support the transition of students, we work with individual students according to their needs. We meet with the feeder schools so they can share the information on SEND children, identifying their needs and barriers to learning. Children are invited to attend additional transition visits to the school to meet key support staff, SENDCO and identify key places in the school. This is further supported with a transition pack for the student of a visual timetable and transition story (with visuals), delivered to students in advance.

Training and Resources

10.1. SEND is funded through the 'Notional SEND Budget' provided by the DfE to the Arnewood Academy and additional funding from the Local Authority is attached to specific students. This is used to support students in a range of ways including LSAs, Training, IT resources, interventions and support.

10.2. The training needs of staff are identified as part of the performance review process and are met through a whole school programme of training and individualised targeted training opportunities.

10.3. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

10.4. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

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Roles and Responsibilities

The Board of Governors

11.1. Governors are responsible for:

- Ensuring that there is appropriate provision for students identified as having a special educational need or an EHCP.
- Reporting to parents
- Appointing a governor to liaise with the SEND Department

The SEN Governor

11.2. The Arnewood School SEND Governor is Mrs Elizabeth Cook.

11.3. The SEN Governor has a strategic role. It may however involve the following:

Developing and maintaining an awareness of special needs provision in the school on behalf of the Board of Governors.

- Understand how the responsibilities for SEND provision are shared within the school
- Meet the SEND Coordinator (SENDCO) to gain information about the provision made for students with special educational needs and to monitor the implementation of the SEND policy
- Observe at first hand what happens in school both inside and outside the classroom to ensure that SEND students are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of SEND children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

Supporting the implementation of the school's Special Educational Needs Policy

- Be familiar with the SEND policy and involved in its review and development
- Agree with the Board of Governors, the headteacher and the SENDCO the indicators which should be reported on by the school to the Board of Governors to say whether the policy is working, and the timescale for that reporting
- Ensure that the SEND policy is linked to the School Improvement Plan and the budget setting process
- Ensure that funds are allocated each year within the school budget specifically to cater for SEND students and to support the implementation of the SEND policy; be aware of the various headings under which the schools spends the SEND budget each year (i.e. resources, training, support assistants, SENDCO management time)

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- Monitor and evaluate the use of these funds and other resources, considering cost effectiveness and best value for money in terms of increased progress for students with SEND
- Encourage the Board of Governors to ensure that all school policies are consistent with the aims of the SEND policy.

Sharing information

- Provide support and encouragement for staff with SEND responsibilities and champion their role within the school; provide a channel of communication between the SENDCO and the Board of Governors
- Discuss the outcome of school visits with the SENDCO and the headteacher
- Encourage effective communication with parents on the school's support for students with SEND.

THE SENDCO

11.4. The SENDCO will be responsible for:

- Determining the strategic development of SEND policy and co-ordination of specific provision made to individual students with SEND and those who have an EHCP with the headteacher and governing body
- Day-to-day operation of the SEND policy and co-ordination of specific provision made to individual students with SEND and those who have an EHCP.
- Providing professional guidance to colleagues and work closely with staff, parents and carers and other agencies

Heads of Centre

11.5. Heads of Department and Subject leaders will be responsible for:

- Ensuring their schemes of work / departmental lesson plans show regard to the SEND Policy
- Disseminating information provided by the SENDCO
- Monitoring the provision and progress of students with SEND
- Liaising with the SENDCO for the deployment of LSAs.

Teachers

11.6. Teachers are responsible for:

- Knowing the special educational needs of their students

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- Using this knowledge to inform planning and teaching
- Supporting students towards their ILP (Individual Learning Plan),
- Alerting the SENDCO to students for whom they may have a particular concern linked to learning (Early Intervention)
- Liaising with and providing the Learning Support Assistants with clear lesson objectives in advance of lessons

SEND Learning Support Assistants

Line Manager: SENDCO - Alison Zebedee and Learning Support Manager: Lisa Guy

11.7. Learning Support Assistants support students with their learning activities in the classroom. They work closely with teachers to make sure students not only enjoy learning in a safe and caring setting but are able to achieve successfully.

11.8. The role can include:

- reading or scribing for students who may find this challenging
- helping students who need extra support to complete tasks
- helping teachers to plan learning activities and complete records
- supporting teachers in managing class behaviour
- supervising group activities
- looking after students who are upset or have had accidents
- clearing away materials and equipment after lessons
- helping with outings and sports events
- taking part in training
- carrying out administrative tasks

11.9. An LSA will also support students with particular needs, working with them individually or in small groups

Send Information Report/Local Offer

12.1. The School SEND information report can be found on the school website.

Accessibility

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13.1. The Arnewood School 11-19 Academy will identify and remove barriers to learning through applying the wave process as part of the school's stream of consciousness.

13.2. At The Arnewood School 11-19 Academy our premises are fully accessible to all students.

13.3. Where needed, the school will try to deliver written information to students, staff and parents in as accessible a way as possible. We will make written information normally provided to our students available to students with disabilities.

13.4. Parents and carers can contact Learning Support by telephone, in writing or via email.

Complaints

14.1. The school has a Complaints Procedure that can be found on the school website

Review

15.1. The SEND Policy will be reviewed every three years.

Evaluation

20.1. The Arnewood School 11-19 Academy School evaluates the success of its policy through reviewing and reporting annually on the following:

- Numbers of students identified on the SEND Register
- Improvement in reading and spelling of targeted students
- Progress of students in the core subjects
- Progress between KS2 and KS4 results