



The Arnewood School

11-19 Academy

ARN/0059

SEND Policy 2023

1 YEAR POLICY

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THE ARNEWOOD SCHOOL 11-19 ACADEMY

THE ARNEWOOD SCHOOL SEND POLICY

POLICIES AND PROCEDURES PROFORMA

Subject and Version of Document:	SEND Policy 2023
Author:	Mrs Battrick-Mantell, SENDCo
Persons/Committees etc. consulted whilst document in draft:	SLT, Governors
Date agreed:	21.11.23
Date of next review/update and by whom:	September 2024
By whom agreed:	Governing Body
Copy obtainable from and/or distribution:	PA to Head Teacher
Date document issued:	21.11.23
Responsibility for dissemination to new staff:	Line Manager
Principal Target Audience:	All staff

Amendments Summary:

Amend. No.	Issued	Page	Subject

Special Educational Needs and Disability (SEND) Policy

1. Principles

At The Arnewood School, the fundamental principle of our SEND policy is that of inclusion. We recognise that many students experience learning difficulties at some stage during their school career. We value all students in our community and believe they are entitled to equal opportunities. We are committed to removing barriers to learning in the classroom through Quality First Teaching to enable students with SEND to have full access to the curriculum. We do also acknowledge that, at times, some students with SEND may require more specialised teaching which we may provide outside of the classroom.

2. Aims

This policy outlines the framework for The Arnewood School to meet its duty, obligation, and principal equality values to provide a high-quality education to all its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, The Arnewood School aims to:

- Creating a positive learning environment in which Quality First Teaching meets the needs of all students, including those with SEND, enabling rapid and sustained progress.
- Promote inclusion in all aspects of the school community.
- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Ensure that there is an understanding that all teachers are teachers of pupils with special educational needs. They should endeavour to scaffold learning, so that all pupils can access the curriculum at levels that are aspirational, and they understand the support required to achieve their potential.
- Nurturing the whole child and celebrating academic, social, and extra-curricular achievements.

3. Purpose and Rationale of SEND Policy

To inform and guide all stakeholders about the ethos, principles, and provision at The Arnewood School that seeks to remove barriers to learning, meet the needs of the individual and endorse inclusion and equality to enable our students with special educational needs and disability to access a broad, balanced, and relevant curriculum.

4. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010

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- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions.'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'Schools Admissions Code'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Safeguarding & Child Protection Policy
- Complaints Policy & Procedure
- Admissions Policy

5. Identifying Special Educational Needs

For this policy, a pupil is defined as having SEND in line with The Code of Practice 2015 which defines SEND as:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have 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 or mainstream post-16 institutions.'

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day to day activities.

The schools review how well-equipped they are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties

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- Sensory and physical needs.

Communication & Interaction	SLCN: Speech, Language and Communication Needs ASD: Autism Spectrum Disorder
Cognition & Learning	MLD: Moderate Learning Difficulties SLD: Severe Learning Difficulties SpLD: Specific Learning Difficulties (dyslexia, dyscalculia, dyspraxia)
Social, Emotional & Mental Health Difficulties (SEMH)	Which may manifest as anxiety, depression, self-harming, substance misuse, eating disorders, ADD (attention deficit disorder), ADHD (attention deficit hyperactive disorder), attachment disorder
Sensory and/or physical needs	VI: Vision impairment HI: Hearing impairment MSI: Multi-sensory impairment PD: Physical disability

In addition, we recognise that some students will have needs relating to neurodiversity that often overlap and that this atypical processing can sometimes give someone unusual skills and abilities that are more likely to be accessed if the school accommodates the neurodiversity.

The following are not considered to be SEND, but may 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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

In addition:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND.
- Slow progress and low attainment do not necessarily mean that a child has SEND.

6. Identification of Special Educational Needs

To identify students with special educational needs we will:

- Liaise closely with junior schools and feeder schools to find out as much background information about students.
- Encourage parents to come in and talk about their child’s background, needs and strategies that help.
- Use a range of screening tools when students arrive at The Arnewood School to identify strength and needs.
- Observe students in lessons and gather evidence from teachers.
- Seek specialist opinion from outside professionals such as psychologists, therapists or other professionals who can provide us with further information and guidance.

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- Monitor students' academic and social progress closely and regularly via teachers and Learning Support Assistants.
- Use the SEND Support guidance published by Hampshire as well as guidance from the Department of Education and other professionals to make decisions about the type of support we give to students.

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At The Arnewood School, we identify the needs of the students by considering the needs of the whole child, not just the special educational needs of the child or young person.

7. Consulting and involving pupils and parents

The Arnewood School fosters a working partnership between parents/carers and staff. The involvement of parents/carers in the identification and addressing of pupils' special educational needs is regarded as crucial.

Pupils should:

- Focus on their strengths as well as their needs.
- Help in the planning of their Student Passport.
- Have a say in the targets set.
- Agree to their targets.
- Share in the recording, monitoring, and evaluating of their progress.
- Have access to all aspects of school life.
- Have high aspirations for their future.

Parents/carers will be empowered to:

- Play an active and valued role in their child's education.
- Have their child's difficulties identified early with appropriate intervention to support them.
- Understand their child's strengths as well as their needs and help in the planning of their Student Passports.
- Have a say in the targets set for their child.
- Have knowledge of what they can expect for their child.
- Have access to information, advice and support during assessment or decision-making processes about their child.

All parents of pupils identified on the SEND register should have access to information about the support on offer including that from Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

8. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess-plan-do-review. The SEND team, heads of year, pastoral team and subject teachers work together to carry out a clear analysis of a pupil's needs. This will draw on:

- The teacher's assessment, observations, and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.

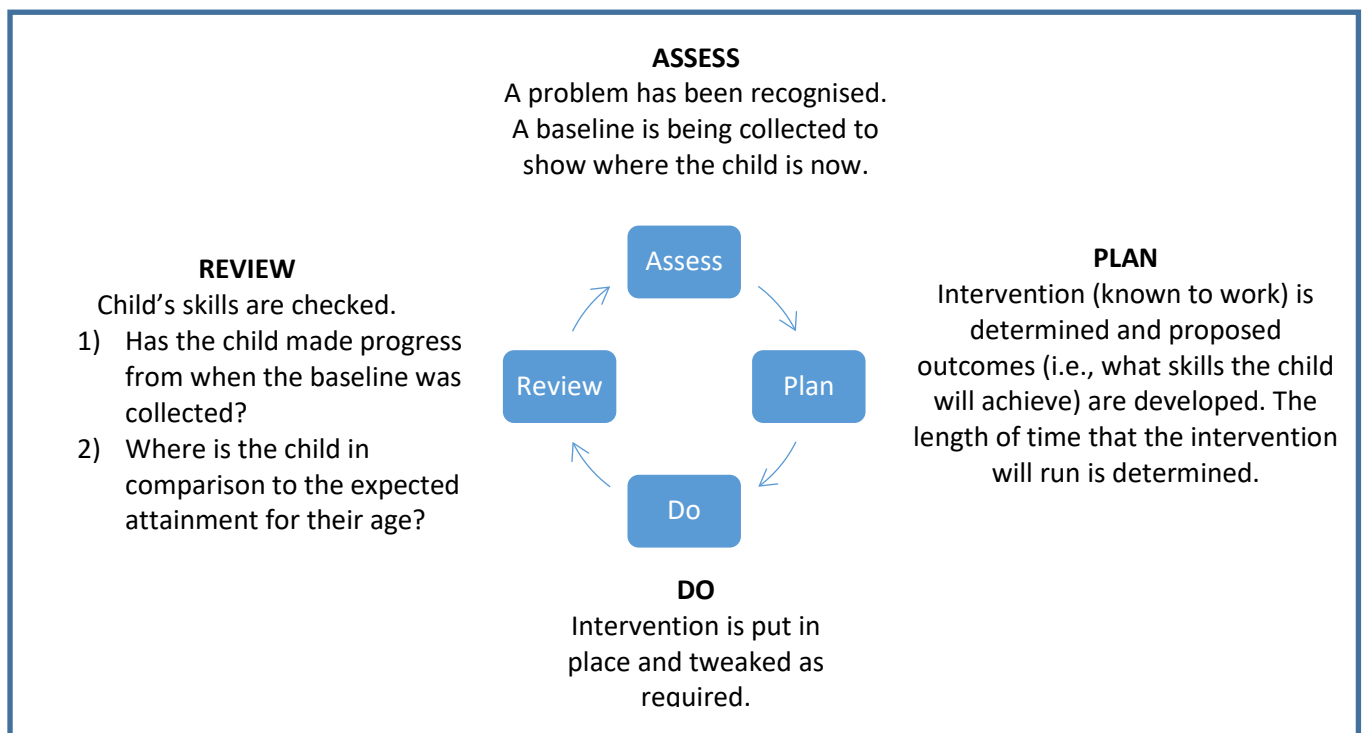
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- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the support provided and any teaching strategies or approaches that are required. Staff have dedicated time to review the effectiveness of the support and interventions and their impact on the pupil's progress.

9. Graduated Approach to SEND Support

The Arnewood School is committed to the early identification of Special Educational Needs. This will be completed using the graduated response. More information about the graduated response can be found in the 2015 SEND Code of Practice.



The first response to providing for a pupil's individual need will be through quality first teaching targeted at their areas of need.

- The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching the school provides.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants or specialist staff.
- High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

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- When deciding whether to make special educational provision, the process involves the teacher and the SENDCo considering all the information gathered from within the school about the student's progress, alongside national data, and expectations of progress.
- For higher levels of need, we will draw on more specialised assessments from external agencies and professionals such as educational psychologists, specialist teacher advisors, outreach support workers from special schools, and medical and social care professionals.
- The level of SEND provision is decided when all the relevant evidence, assessments and views have been gathered. Guidance from the Local Authority and the SEND Code of Practice is followed.
- Students are placed on the SEND register after careful analysis of their level of need, consultation of Hampshire's guidance for students to be categorised as 'SEND Support' or in need of an Education and Health Care Plan (EHCP), and following conversations between staff, parents, and the student. A Student Passport is then written collaboratively by the school, parents, and the student. This document outlines the support the student will receive, and strategies staff should use. The passport forms the basis of the Assess-Plan-Do-Review cycle.
- Students with SEND are tested at the end of Year 9 to establish whether they can access exams and other assessments. The SENDCo is responsible for coordinating this. An accredited assessor carried out the testing.

10. Managing students' needs on the SEND Register

- Teachers are expected to implement the advice on Student Passports in their lessons and to liaise closely with the SEND department to establish the most effective teaching strategies to support individual student's needs. Teachers hold the responsibility for evidencing progress according to the outcomes described on Student Passports and teachers report progress termly in ROAs in line with the school's assessment cycle.
- Teachers are encouraged to comment on and annotate Student Passports regularly to keep them up to date, relevant and realistic.
- The SENDCo is responsible for managing Student Passports and SEND provision in school.
- If we are unable to fully meet the needs of a student through our own provision arrangements, we will evidence this through the Student Passport, meetings with parents and professionals and via the school's assessment cycle.
- If there are ongoing concerns about a student's progress and all the school's strategies have been exhausted, we will engage additional support/specialist services such as educational psychologists and specialist teacher advisors. Students and parents will be part of any decision to engage outside agencies.
- Students may exit the SEND Register if progress in line with national expectations and parents and teachers agree that there is no further need for additional support.

11. Educational, Health and Care Plans (EHCP)

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

Request for a statutory assessment

Where a request for a statutory assessment is made by The Arnewood School to the local authority, the pupil will have demonstrated a significant cause for concern. The local authority will need information about the pupil's progress over time and will also need documentation in relation to the pupil's special educational needs and any action taken to remove barriers to learning, including the

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additional resources and/or special arrangements already put in place. The school will provide this evidence through records of school support.

This information may include:

- Learning/support plans for the pupil.
- Records of regular reviews and outcomes.
- The pupil's health.
- National curriculum expectations and predicted GCSE grades.
- Attendance.
- Behaviour records and/or risk assessments.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Evidence generated from the graduated response.
- Views of the parents/carers and the pupil.
- Involvement of other professionals such as health, social services, or education welfare services.

Educational Healthcare Needs Assessment (EHNA) of Special Educational Needs and Disabilities

Statutory assessment involves consideration by the local authority, working co-operatively with parents/carers, the school and other agencies (as appropriate), as to whether a statutory assessment of the pupil's special educational needs is necessary. A pupil will be brought to the local authority's attention as possibly requiring an assessment through a request by the child's school, from a parent/carer or a referral by another agency. The local authority will consider the case for a statutory assessment of the pupil's special educational needs and disabilities where the evidence presented suggests that:

- The child or young person **has or may have** special educational needs and/or disabilities ('SEND'); and
- Whether they **may** need special educational provision to be made through an EHCP

This test is set out in the law (section 36(8) of the Children and Families Act 2014). This means these are the only questions the local authority should be asking when considering whether to carry out an EHC Needs Assessment.

An EHCP Will:

- Give details of all the pupil's strengths and special needs and disabilities.
- Specify the special educational provision necessary to meet the pupil's special educational needs and disabilities.
- Identify the type and name of the school where the provision is to be made.
- Include relevant health and social care needs of the pupil.
- Include information on non-educational provision.
- Indicate outcomes for the child with steps as to how they will be achieved.

All pupils with EHCPs will have targets set for them that have been established after consultation with parents/carers and the pupil. EHCPs outline provision required to meet the needs of the pupil.

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The Local Authority who issued the EHCP 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.

12. Supporting pupils moving between phases and preparing for adulthood

Prior to transition, we will liaise with a child's previous school to obtain information that will inform our support for a given pupil. We will share information with the school, college, or other setting the pupil is moving to. This may include reports from outside agencies, e.g., Educational Psychologists, dyslexia diagnostic reports or exam access arrangement information.

13. Admissions

Pupils with SEND will be admitted to the school in accordance with the admissions policy.

We value our relationships with our feeder schools and liaise with them closely prior to students beginning at The Arnewood School to acquire information about any specific needs. This information enables staff from the SEND Team and teaching staff to plan accordingly for the individual student's arrival.

For a child that holds an EHCP, this will be in accordance with the SEND Code of Practice and the Children's and Families Act.

We arrange enhanced transition programmes for students who may require some extra support to adjust to the demands of secondary education at The Arnewood School.

14. Roles and Responsibilities

The SEND Team at The Arnewood School includes:

- SENDCo
- Deputy SENDCo
- Learning Support Coordinator
- Learning Support Assistant Team
- SEND Administrator

The SENDCo and SEND Team will:

- Work with the headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.

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- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 including reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Class Teacher will:

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any Learning Support Assistant or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with SENDCo to review each pupil's progress and development and decided on any changes to provision.
- Ensuring they follow the SEND policy.

15. Staff Training and expertise

Regular staff training from both internal and external providers is delivered to ensure that teaching staff and Learning Support Assistants have both knowledge and understanding of the special educational needs of their students and the strategies to meet their needs in the classroom.

16. Promoting mental health and wellbeing

The Arnewood School will ensure that there is a focus on promoting pupils' resilience, confidence, and ability to learn in all subjects across the curriculum.

Positive classroom management will be implemented to promote positive behaviour, social development, and high self-esteem. The Arnewood School will employ a graduated response to mental health and wellbeing prior to engaging specialist services. This can include group work, ELSA, and other interventions.

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17. Safeguarding

The Arnewood School recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. From online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including but not limited to, neglect and sexual violence or harassment.

The Arnewood School recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g., peer group isolation, injury and changes to behaviour and mood.

The Arnewood School will ensure that the school's child protection and safeguarding policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the designated safeguarding lead in collaboration with the SENDCo.

18. SEND Information Report

The Arnewood School's SEND Information Report can be found on the school website.

19. Data and Record Keeping

The Arnewood School's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information 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 with SEND.
- Show all the provisions the school makes which are different or additional to that offered through the school curriculum on students' passports.

The Arnewood School keeps data on the levels and types of need within the school and makes this available to the Local Authority.

All information will be kept in accordance with the school's Data Protection Policy.

20. Confidentiality

The Arnewood School will not disclose any EHCP without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.

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- On the order of any court for 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 Childrens Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To JCQ inspection teams as part of their access arrangements inspections during examination.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The Arnewood School will adhere to pupil confidentiality at all times.

21. Accessibility

The School's Accessibility Policy is available on the school website.

22. The Local Authority Offer

The Arnewood School's contribution to the local offer is documented as part of the school SEND Information Report, which can be found on the school website.

The Local Authority's local offer is published here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

23. Complaints

The Arnewood School follows The Gryphon Trust policy in relation to complaints procedure. The policy can be found here:

<https://www.thegryphontrust.org/policies/>

24. Policy Review

This policy will be reviewed annually by the SENDCo. It will also be updated if any changes to the information are made during the year. It will then be approved by the Governing Board.