



Arbour House School

SEND Policy

(including details of education and welfare provision for pupils with education, health and care plans and pupils who speak English as an additional language.)

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Distributed to	All staff, including the Governing Body, the Proprietors, or anyone working on behalf of the Proprietors (Potens) at Arbour House School

SEND Policy, including details of education and welfare provision for pupils with education, health and care (EHC) plans and pupils who speak English as an additional language (EAL)

This Policy aims to:

1. Make clear how our school will support and make provision for pupils with special educational needs (SEN) and who have an EHC Plan, and pupils who speak English as an additional language (EAL).
2. Explain the roles and responsibilities of everyone involved in providing for our pupils with SEN, EHCPs and EAL.

Policy Rational

- At Arbour House we adopt a pupil centred approach, and take into account the child's views, wishes and feelings, especially when making decisions about their learning and future.
- We have high aspirations for all of our pupils and believe they have a right to thrive as individual learners and members of our community.
- we are committed to an inclusive philosophy and all pupils have an entitlement to access the full curriculum of the school, as defined in the Arbour House School Curriculum Policy.
- All staff share responsibility for ensuring individual needs of pupils are met.
- We will endeavour to involve parents, carers and pupils in discussions about appropriate methods of meeting their individual needs.
- We are committed to a multi professional approach. We take full account of the often very extensive specialist reports that accompany pupils on transition, and where we feel it is appropriate to do so, we will seek professional support beyond the school for advice and guidance, or to ensure the child's needs are met in a co-ordinated way.

Legislation and Guidance

This policy and is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice* and the following legislation:

1. *Part 3 of the Children and Families Act 2014*, which sets out schools' responsibilities for pupils with SEN and disabilities:
2. *The Special Educational Needs and Disability Regulations 2014*, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Admission and Transition Arrangements for Pupils

All pupils admitted to Arbour House will have an Education Health Care Plan (EHCP) and referrals generally come from the local authority SEND Teams. We cannot accept direct referrals from parent/carers or schools.

With the support of the local authority, the school will undertake a Pre-Placement Assessment with the young person and their parents/carers. This can be in their current educational setting, in our school setting, within the home, or at an agreed alternative location, as appropriate.

This assessment, together with further information about the child's needs from parents/carers and other professionals, is considered by the school to determine whether we would be able to meet the young person's needs and if so, how best to support them effectively and holistically to make the best progress possible and achieve their EHCP Outcomes.

This Pre-Placement Assessment is then sent to the Headteacher for approval. Once the decision to offer a place has been made the Headteacher will liaise with the local authority regarding a formal offer being made and any contractual arrangements and fees.

Once placement has been confirmed, the school will coordinate with the parent/carers and any other professionals working with the child to agree an individualised transition plan. Consideration will always be given to the arrangements and hours the child was attending at their previous school/provision, or the amount of time the child has spent out of education, as well as any other needs a child may have that must be taken into account when transitioning, including their own feelings, thoughts, and possible anxieties.

Once a transition plan has been put in place, this will then be reviewed daily on an informal basis with the parent/carer by the class teacher. It will be reviewed more formally once a fortnight with the SENCo, teacher and parent/carer as the pupil continues to transition and build hours. We aim to get all pupils onto full time provision as soon as possible if they are able to attend school full-time but we do appreciate that all pupils may transition at different rates and that this can be affected by the nature of their SEN as well as their previous educational experiences.

Roles and Responsibilities:

The Headteacher – Julie Perks

- The Headteacher has overall responsibility for the provision and progress of all pupils at Arbour House School
- The Headteacher will work with the SENCO, teachers, support staff and Governors to ensure that the SEN Policy and provision for pupils is embedded across the school
- The Headteacher will ensure that the school liaises with previous and potential next educational placements to ensure pupils and their parents are informed about options and a smooth transition is planned and supported effectively
- The Headteacher will deploy the school's delegated budget and other resources to meet pupils' needs effectively
- The Headteacher will be the main point of contact for external agencies, especially the local authority and its support services

The SENCO – Elaine Hurley

- The SENCO will work with the Headteacher to determine the strategic development of the SEN policy and provision in the school.
- The SENCO will have day-to-day responsibility for the operation of this SEN policy and the co-ordination (and delivery if appropriate) of specific provision/interventions to support individual pupils with SEN, including those who have EHC Plans.
- The SENCO will support the Headteacher to review and evaluate the quality and effectiveness of the school's SEN provision.
- The SENCO will provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN/EHCPs receive appropriate support to meet their needs.
- The SENCO will work with the Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- The SENCO will act as EHCP Co-ordinator and ensure that the school keeps its records of pupils with SEN/EHCP's up to date.
- The SENCO will liaise with potential next providers of education to ensure pupils and their parent/carers are informed about options and a smooth transition is planned.
- The SENCO will arrange and lead the Annual Review meetings and ensure that the correct process is being followed.

Teachers:

- Teachers will monitor and report on the progress and development of every pupil in their class.
- Teachers will be the first point of contact for all parent/carers in the event of any queries or concerns.
- Working closely with their support staff and/or any specialist staff teachers will plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- To work with the SENCO to review each pupil's progress and development and decide on any changes to provision.

Assessing and Reviewing Pupils' Progress Towards Outcomes:

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour records
- Any specialist reports or assessments available
- Other teachers' assessments, where relevant
- 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

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Monitoring Progress:

We monitor pupils' progress using B-Squared and we currently utilise the following B-Squared Frameworks to assess and plan provision for individual pupils.

Autism Progress:

Autism Progress was developed with Scottish Autism, Autism Wessex and North East Autism Society. It is a tool used to help profile a pupil's autism and how it impacts them and their learning. Autism Progress has a range of skills spread over a set of progressive levels in the following areas of autism:

- Communication
- Flexibility of Thought
- Social Interaction
- Emotional Regulation

Each area goes from level 1 (around birth) to level 17 (early adulthood).

Progression Steps

Progression Steps is designed for pupils who are engaging with subject-specific learning. This framework covers an ability range from pupils working at pre-key stage standards up to pupils working towards GCSE grades. The Progression Steps level structure fits in with expectations set by the DfE.

Preparing for Adulthood:

The PFA framework covers 4 areas: Employment, Independent Living, Community Inclusion and Health.

It uses the same level structure as the Progression Steps, so goes from a developmental stage of around 18 months to around the developmental stage of a typical 15-year-old. It is used alongside a subject based curriculum to the end of key stage 3 and works well with the Progression Steps framework.

Our Steps 4 Life framework is designed for pupils in key stage 4 and above to support functional academic skills, life skills and employability skills. Pupils can transition from the PFA framework to Steps 4 Life and all the skills they have already acquired are automatically transferred.

Steps 4 Life:

Steps4Life is for pupils with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living and employment while others will be working towards semi-independent living and others will be in supported living.

Phonics for Pupils with Special Educational Needs (SEN):

Phonics for SEN enables pupils with a range of special educational needs to find reading and spelling success and is suitable for those with specific learning difficulties, autism, moderate and severe learning difficulties, developmental language disorder, communication needs and complex needs, including pre- and nonverbal pupils and those with significant physical disability.

Working through the programme, the pupil:

- learns about and understands the concepts that underpin how the written English is constructed,
- learns, practices and masters the skills they need to work with sounds and letters, and
- develops the knowledge they need to learn, build up and retain to be able to read and spell well.

The Annual Review Process:

Each pupil is subject to a statutory Annual Review of their EHCP document. This provides an opportunity for professionals, parents/carers, and pupils to celebrate their progress and be involved with the targets and planning for the forthcoming year.

From Year 9, the Annual Review process includes the development of a statutory Preparation for Adulthood Action Plan with the focus on employment, making positive contributions and independence. Our pupils are supported through access to independent careers advice and signposting to the Adult Social Care Transition Team.

Your child's SEN lead will be invited to the meeting but may only choose to attend if it is a transition stage of their education.

What to expect:

- A letter will be sent at least two weeks prior the meeting informing parents/carers and professionals of the date and time of the meeting.
- If there are specific professionals that you would like to attend the meeting, please advise the school once you have received the letter.
- Parent/carers will have an opportunity to give their feedback at the meeting along with the pupil's feedback being shared.
- The meeting will take place onsite at Arbour House School, where we will review the EHCP outcomes on an Annual Review format.
- These review documents will then be sent to the parents/carer, the child's SEN lead and their local authority.
- The school can recommend updating an EHCP document but they are not updated annually unless it is deemed that the outcomes are no longer appropriate or have all already been met - and it will be up to the local authority to decide if an update is needed.

Partnership with Parents/Carers:

We aim to:

- Provide support for parents/carers to maximise the progress and successes of their child within school and out of school.
- Present pupil progress in a clear and accessible way.
- Maintain a close link with families by keeping them updated on their child's behaviour, progress and successes. This is achieved using home/school communication books, weekly phone calls home, during annual reviews and via a

comprehensive Annual Report. We also aim to offer an opportunity via Open Days for parents to come into school for a 'Meet with the Teacher' and to see their child's work, as well as hosting an Annual 'Celebrating Success' Awards Evening.

- In return, we hope that parents/carers feel able to support the school and our efforts whilst working with their child, and work with us to achieve the best outcomes for all pupils.

Working with Other Agencies:

We work closely with other professional agencies as and when deemed necessary to ensure that a holistic approach is adopted to best meet the needs of our pupils.

The agencies that form part of a multi-disciplinary team to support a child depends on the unique needs of the individual child, but examples of some of the professionals we may consult with or refer to include:

- Occupational Therapists
- Speech and Language Therapists
- Visual and Hearing Support Advisors
- Positive Behaviour Support Facilitators
- Educational Psychologists
- CAMHS - The Child and Adolescent Mental Health Service
- Community Paediatric Nurses
- Mosaic Mental Health & Bereavement Service
- Childrens' Social Care
- Adult Social Care Transition Team
- Family Partnership Zone
- Child Counsellors
- Play Therapists

We also have as part of our own core education team a registered Thrive Practitioner and 2 Emotional Literacy Support Assistants, (ELSAs) supported by the Educational Psychology Service.

Policy Review Record

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