



# Special Educational Needs Policy

A C A D E M Y

**ARCO ACADEMY ALTERNATIVE PROVISION**

**Special Educational Needs Policy**

**Adoption Statement:**

**This policy document has been adopted by the Management Committee**

\_\_\_\_\_ (Chair of Management Committee)

\_\_\_\_\_ (Head of Centre)

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## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 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 (June 2014) [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
- April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Disability Accessibility Plan 2010
- Anti-Bullying Policy 2012
- Teachers Standards 2012
- ARCO Local Offer 2014
- Data Protection Policy 2014

Initiated: September 2005 Reviewed; 2007 2012

Reviewed July 2014 KA via SLT draft

Ready for consultation with Staff, Parents, and Governors via letter, email or website comments.

To be reviewed in light of consultation 30<sup>th</sup> September 2014.



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## Special Educational Needs and Disability Policy

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## 1. Introduction; The general principles on which our policy is based:

Although the general aims of education are the same for all pupils, the common principles underpinning the curriculum may be expressed in different ways to reflect the differing needs of individual pupils. A number of essential factors must be taken into account if pupils with special needs are to be given the best educational opportunities.

- First and foremost, there should be an effective means of early identification and continuing assessment of all pupils together with a means of monitoring progress and recording achievement, the details of which should be held in pupils' personal files. These are kept securely in a locked cabinet and are available by asking either the Head of Centre or the SENDCo for access. The information should be available to all those concerned with the pupil's education' (although it should be noted that permission must be sought from the writer of the report before sharing with professionals and parents).
- Educational aims and objectives for pupils with special educational needs differ little, if at all, from those established for all pupils. It is the means by which these aims and objectives are achieved which should be the concern of every teacher at ARCO;
- The curriculum is regarded as the vehicle by which pupils achieve their full potential and, in the case of pupils with special educational needs, this should include a wide variety of learning and teaching styles enhanced by the provision of appropriate resources (to ensure successful personalised learning);
- The concept of a whole unit approach rests not only on the recognition that learning difficulties relate to the suitability of educational provision, but that all AP staff should share the responsibility of this process;
- It is our view that pupils should, wherever possible, be taught alongside other pupils in the unit, should not be made to feel conspicuous and should be given equal opportunity in all aspects of AP life. Additionally, it is recognised that a proportion of pupils, particularly those with a statement of educational needs or an Education Health Care Plan, those with specific learning difficulties, and those with diagnosed behavioural disorders will, at times, require some specialist tuition;
- It is essential that all staff should be aware of the range of needs which may arise within the classrooms at ARCO and within the unit as a whole. Staff are expected to assess the suitability of the strategies, methods and materials which they employ and, where appropriate, that they have access to specialist guidance to support them in their work. Such guidance is available through the Head of Centre, SENDCO, and Lead Teacher and the class teachers, as appropriate. Where necessary, further advice and support will be sought through contacts with our Educational Psychologist and Advisory teachers for Learning Support Team from the LA;
- If we are to fulfil our educational obligations towards pupils with a variety of learning and behavioural difficulties, it is crucial that the framework within which we make provision is flexible enough to cater for the needs of all pupils; and
- All pupils falling in the eight protected groups identified in the Equalities Policy are tracked through the pupil profiles to ensure that they make equivalent progress to those who are not in the eight protected groups.

## 2. The specific aims of our SEND policy:

- To cater for and fulfil the needs of pupils throughout the ability range who experience learning difficulty in any form regardless of Disability, Gender re-assignment, Pregnancy & maternity, Race, Religion or belief, Sex, or Sexual orientation. To identify, assess and monitor the progress of pupils with special educational needs;
- To have knowledge and awareness of the overall development of each pupil (intellectual, physical, social, emotional and behavioural);
- To ensure access to appropriate learning experiences in a broad range of curriculum areas through the use of differing means and strategies; \*
- To be pupil-centred in our approach to learning: to be as much interested in the all-round growth of our pupils as in the subjects which we teach them; including enquiry based project based around adventure learning.
- To realise potential, maximise strengths and minimise weaknesses and to provide support and encouragement in a caring atmosphere; and
- To send pupils back into the wider world of education who:
  - a) Are better able than when they joined us to express themselves with confidence in the spoken and written word;
  - b) Have the mathematical skills necessary for everyday life; and
  - c) Are better adjusted, more socially competent and better able to take up a worthwhile place in society.

\* See Arco Academy Alternative Provision Learning and Teaching Policy and Learning Manifesto;

## 3. The particular situation of special educational needs at Arco Academy Alternative Provision:

While we have been established by the local authority as a specialist facility to meet the very specific needs of Key Stage 2 and 3 pupils with social, emotional and associated behavioural difficulties, we hold firmly to the principle that we can best fulfil our overall aim of helping children to return to mainstream schooling by having regard to all their learning needs. We are determined to place pupils' academic progress at the forefront of our efforts for three principle reasons:

- They have missed opportunities to make the progress made by their peers because of the historic barriers put up by their behavioural difficulties;
- They learn best and develop most self-esteem in a climate of structured learning designed to meet their individual needs;
- They are likely to return to mainstream classrooms where the ability to continue making academic progress at their own level will, in part, determine their future success.

All our pupils will be identified as having special educational needs as out lined in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (June 2014) [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25) . Some pupils will have a Statement of Educational Needs or the newer version of this called an Education Health Care Plan (EHCP). In this case, the provision made for them will be determined by the details of the statement or Educational Health Care Plan.

Where we identify undiagnosed and therefore unmet needs, we will work with professional colleagues at the local authority to arrange supplementary assessments and will proceed to take any necessary steps indicated, including application for an Education Health Care Plan.

The social and emotional needs of ARCO pupils are determined through the observation, testing and information gathering process in the same way we identify academic learning needs. We plan to meet these identified needs through a similar process, based on our core SEND principles and the aims of our SEND policy.

We understand that some things which are not Special Educational Needs may have an impact on a pupil learning such as;

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Being a Looked After Child
- Being the child of Service Personnel

ARCO takes account of each pupils needs and works to support them and their families in the way which suits each individual family best. We work closely with health professional, social services, fostering care, translators and the additional language team at the LA where needed to ensure that each pupil and their family is able to maximize their ARCO experience

### **The kinds of provision available at Arco Academy Alternative Provision:**

Arco Academy Alternative Provision is a specialist facility for pupils experiencing social and emotional and associated behavioural difficulties. All pupils are on the Special needs register as a result. Some pupils are placed with us generally for two or three terms with the aim of their returning to mainstream school and a full and successful life in their own communities. Some pupils are placed with us for longer where their complex needs around social, emotional and medical issues require an extended placement. Our programmes are predicated on running ARCO, as far as possible like a mainstream school, by providing a broad and balanced curriculum aimed at meeting the needs of all pupils, whatever the issues they struggle with or their abilities. Our behaviour management programmes are therefore integral to the work of the classrooms and our social activities. Quality teaching and high quality learning for all is at the centre of everything we do.

Inclusion is at the very heart of our special educational provision. We are proud of our growing reputation for catering for and responding to the needs of individuals. This includes pupils with specific learning difficulties, global educational delay, pupils with particular skills and talents and pupils with diagnosed behavioural disorders or who are on the autistic spectrum. We are aware of our responsibilities with regard to the SEND Code of Practice 0 – 25 (June 2014) and the Equalities and Disability Act 2012.



### **Identifying, determining and reviewing the special educational needs of our pupils:**

The SEND Code of Practice 0 – 25 (June 2014) gives clear guidance on the identification of special educational needs.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Early identification is essential if the AP is to cater fully for the individual needs of its pupils. Liaison with our partner schools plays a crucial part in this process as do lines of communication with parents and outside agencies.

The gathering of information prior to a pupil's admission allows AP staff to make the necessary preparations to ensure as smooth a transition as possible. Awareness of particular educational or personal, social and emotional need gives teachers and behaviour support assistants time to make adjustments in the way in which lessons will be delivered, support packages put together and the learning experience structured. In addition to the information available to the admissions panel we ensure the following steps are taken to help us create as full as possible a picture of a child's needs prior to his/her entry to Arco Academy Alternative Provision:

- Visit to the parents/carers by the Head of Centre to gather information about the child and his/ her family history;
- Completion of a detailed admissions form with the parents/carers, enabling detailed discussions of the pupil's needs;
- Visits by the class tutor and assessment co-ordinator to the school to observe the pupil in class, discuss the pupil with the class teacher and/or Head of Centre and read the pupil's file, thereby supplementing available information;
- Completion by the school and the parents of QCA behavioural scales, the SNAP profile and the NFER Emotional literacy scale;
- Time spent with the child in school, normally by the class teacher, carrying out observations, discussions and structured activities;
- Visit by the pupil and parents/carers to the AP to include a tour and informal observations during a range of activities;
- Induction course lasting two or three half days used for detailed observation of learning and emotional needs and testing in reading, spelling, maths and the BPVS;
- Completion of the PASS (pupil attitudes to self and learning) questionnaire and analysis of results.



- Completion of a personal pupil profile including the barriers to learning, identifying any special educational needs and if appropriate any initial interventions beyond the programme of planned academic, creative, adventurous and skills based curriculum.

The initial screening process may not always be completed during the induction sessions. Where this cannot be done, it will be carried out as soon as is practicable and usually within the first two weeks after admission.

### **Identification:**

The process outlined above is carried out for all pupils who enter Arco Academy Alternative Provision. Where pupils arrive with Statement of Special Educational Needs or an Education Health Care Plan the provisions of that statement will be built in to planning the programme for that pupil. All other pupils will be deemed to be at the single Special Educational Needs category determined by the SEND Code of Practice 0 – 25 (June 2014), by reason of their having been admitted to a specialist facility. Further observations are made of the pupil's learning and behaviour in the first few weeks of his/her placement and it is possible that further testing, observation and screening will be carried out if staff feel this is necessary.

### **Determining provision:**

During this initial phase changes, will be made to the pupil's programme in order to find the most appropriate methods, activities and materials to meet the emerging needs of the pupil. Staff will be supported in this process by the Head of Centre and SENDCo who will carry out observations and discussions with staff and pupils. The allocation of literacy materials and differentiation of learning activities are the types of changes most likely to be made. In some cases, further advice will be sought from colleagues at the local authority or from the SENDCo of the partner school.

Pupils' specific needs are recorded on the pupil profiles and broken social and academic targets. Academic targets are discussed with pupils and recorded at the front of their books; writing targets are given across the curriculum. These are reviewed termly. The personal and social targets are broken down into pupils' weekly target sheets where each pupil has closely defined and negotiated targets that are worked on and assessed in every lesson and during each social activity. Progress against targets is discussed between staff every day and with pupils several times a day, as well as formally in the weekly target-setting session. These discussions form the basis, along with the assessment of class work, of a regular development of targets as pupils' progress in their learning.

### **Reviewing progress:**

Pupil progress is under constant review at ARCO. This may take place during or at the end of lessons, or in other discussions during the day, as well as at "Daily Debriefing" which takes place every afternoon and is devoted to an in-depth discussion by all AP staff about the progress made by pupils and any difficulties they may have experienced. Changes are made to our provision and approach to meeting pupil needs as a result of these crucial sessions, which are all logged in the daily debriefing book.

We will formally retest pupils in reading, spelling, writing, maths and science at the mid-way point of their placement, in order to determine progress to date and to plan more accurately for their basic skills provision during what is likely, for most, to be their final term. We identify pupils of concern through the monitoring meetings we set up plans to identify areas of weakness and provision to accelerate pupils learning. It is also part of our unit development planning to work with colleagues in the local authority, where needed, during this period to introduce systems of assessment for learning into our day-to-day classroom practice in the expectation that this will enable a closer identification of individual needs and a more accurate matching of provision to meet those needs.

At Arco Academy Alternative Provision we use a Reintegration Readiness Scale with all pupils to judge progress made in the unit against the demands of the mainstream classrooms they will be returning to. The scale is for use by staff working together and can be used by staff working with pupils. Once completed, alongside the NFER assessments, The Reintegration Readiness Scale allows staff to set targets for the last period at Arco Academy Alternative Provision as well as identifying targets and strategies that can be recommended to our partner schools when pupils reintegrate.

Baseline assessments are then reassessed prior to pupils leaving, in order to determine overall progress while in the unit and to inform pupils, parents and schools about their current levels of competence.

The quality of teaching is reviewed through the school's teacher appraisal process and the Senior leaders monitoring of the quality of teaching as part of the overall school monitoring processes.

### **Making provision to meet pupils' needs:**

Careful attention is given to the matching of special educational needs provision to individual needs and, at Arco Academy Alternative Provision; we are committed to providing both basic tuition and in-class support in all our subject areas.

Pupils whose difficulties relate to weaknesses in literacy for example, benefit from a structured programme suited to their individual needs while also gaining help within general classroom situations. Arco Academy Alternative Provision is aware of the range of barriers to progress which pupils experience. Arco Academy Alternative provision seeks through the equalities / disability policy to ensure we respond effectively to pupil's barriers to learning.

It is acknowledged that, in order to meet the individual needs of all our pupils, an established framework must include the following inter-related elements:

### **The Child as Learner:**

- Identification and Appraisal of Needs
- Provision through quality first teaching
- Assessment of Progress, Monitoring and Review
- Recording and Evaluation

### **The allocation of resources to meet pupils' special educational needs:**

**In allocating resources to and amongst pupils, the principle aim is to ensure that the most efficient means is employed to address and cater fully for individual learning needs.**

Improving the basic skills of pupils is seen as an essential element of the Alternative Provision remediation programme. This is particularly true for literacy. Literacy sessions are therefore organised to give the highest possible level of help to pupils, including one to one help where this is indicated. Equally important are learning and behaviour support within the classrooms and personal and behaviour support at social learning times. All lessons are supported by a behaviour support assistant and additional support is made available when necessary to meet the needs of individuals. Social learning times are supported by as many staff as are available and very often by all Alternative Provision staff.

Provision is reviewed as an ongoing part of our daily discussions about meeting pupil needs and changes can be made very quickly to ensure we respond dynamically to variations in pupil behaviour, both academic and personal.

Because Arco Academy Alternative Provision is a specialist school we are already funded from the high needs block and there is no additional funding. Some pupil's on an Educational Health Care Plan may have access to a personal funding budget but at present we have not been informed by Suffolk County Council about how this will be carried out.

### **Ensuring access to a broad and balanced curriculum:**

At Arco Academy Alternative Provision every pupil is entitled to a broad and balanced curriculum, including the National Curriculum. It is Arco Academy's policy that pupils have the right to the full range of educational and social learning activities on offer; responsibility for achieving this aim rests with all members of staff.

Curriculum access is made possible through planned intervention in the form of differentiated learning resources or techniques and in-class learning and behaviour support. Class teachers and support staff work together to review and evaluate and then to set new targets so that appropriate modifications can be made to teaching programmes. Where necessary this will also lead to the modification of weekly targets and Individual Education Plans.

The priority is to maximise potential and, irrespective of the nature of the provision, particular consideration is given to the levels of motivation and self-esteem. Emphasis is placed upon fostering positive attitudes towards learning, in encouraging pupils' understanding and involvement in their own learning programmes and in satisfying such needs in as inconspicuous a manner as possible.

#### **4. The co-ordinating of our provision for pupils with special educational needs and who is responsible:**

At Arco Academy Alternative Provision the person responsible for the overall development of the SEND policy and its implementation is Lisa Miller Head of Centre. The day to day operational management of the policy is the responsibility of the Deputy Head teacher, who is also responsible for the leadership of learning and teaching, also who is the SENDCO.

For Pupils in the Bridge the person responsible for the overall development of the SEN policy and its implementation is Lindsay Last, the Headteacher. The day to day operational management of the policy is the responsibility of the Lead teacher Andy Butterfield.

All teachers are responsible for the progress and development of pupils in their class, including where pupils access support assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.

The role of coordinating the SEND policy falls into 6 broad categories:

##### **An assessment role:**

- The identification of pupils with special educational needs in collaboration with colleagues in partner schools, the local authority and within the unit;
- The supervision and administration of appropriate standardised tests as part of a comprehensive monitoring and screening procedure;
- The monitoring of progress and the maintenance of the AP SEND register and records of all pupils with special educational needs.

##### **A prescriptive role:**

- The preparing and implementing of support strategies in all aspects of unit life, including the curriculum, in order to facilitate learning, academic, personal and social.
- The matching of appropriate resources to pupils' special learning requirements, including any necessary adjustments to the timetable;
- The responsibility of costing such developments for presentation to the unit senior leadership team, the management committee or the local authority; and
- The preparation and implementation of individualised programmes for all pupils with particular difficulties.

##### **A teaching/pastoral role:**

- Co -operating with colleagues in developing teaching approaches suited to pupils' special educational needs;
- Helping and supporting pupils with associated social, physical and behavioural problems; and
- Teaching individuals and groups where the nature of their needs makes it inappropriate for them to be met in the normal classroom, or arranging for other staff members to do so.

##### **A supportive role:**

- Supporting colleagues with ideas and techniques for the whole range of pupils with special educational needs;

- Advising colleagues on methods of dealing with learning and behavioural difficulties across all subject areas and through the general life of the unit;
- Advising colleagues on the appropriateness of the academic and other curricula offered to pupils; and Informing colleagues about the range of materials and approaches available to facilitate learning.

**A liaison role:**

- Liaison with other schools, pupil referral units and local authority educational support services, such as SEND advisory or support services, educational psychology services, general advisory and medical agencies;
- Liaison with parents and encouraging their equal participation in the education and general development of their child; and
- Liaising with other professional agencies dealing with social, health, welfare, safeguarding, leisure and professional guidance.

**A staff development role:**

- To initiate and facilitate staff development programmes concerned with special educational needs;
- To participate in staff development programmes within the unit and the local area; and
- To disseminate to colleagues knowledge and research pertaining to special educational needs.

**5. Admission arrangements for pupils with special educational needs:**

As a Alternative Provision by definition, all our pupils have special educational needs. They have been referred for placement because their schools have experienced significant social and emotional difficulties and the associated behavioural issues and have been unable to support them in making the changes that would enable them to have full access to the curriculum. They are all either at risk of permanent exclusion, or they have already been permanently excluded from their mainstream school. The local authority's PRU admission policy outlines the process of admissions to all Suffolk PRUs, including ARCO, and our admissions are made in accordance with this policy.

Places are offered by an admissions panel that meets once a term, to enable three admissions points per year. Applications for pupils educated in the seven pyramids we serve in South Suffolk are considered for any available places. Exceptionally, we can offer a place to a pupil from other pyramids if the need is urgent. Schools complete a detailed application form and supply supporting evidence that is considered by the admissions panel before a decision is made. The panel has regard to the needs of the individual pupil and pays close attention to the supporting evidence and any previous interventions regarding his/her behaviour. This is likely to include any referral to the Behaviour Support Service. Each request for admission is judged individually and realistically with the main priority being the extent to which a child is failing to thrive socially, emotionally and academically in their current setting.

Where the panel believes that the needs of the child are unlikely to be met at Arco Academy Alternative Provision, they offer professional advice to the school to support them in planning more appropriate provision. Arco Academy Alternative Provision will also generally advise seeking support from the Behaviour Support Team with a view to providing a planned programme of advice and support.

In accordance with local authority policy and DfES regulations, Arco Academy Alternative Provision gives priority consideration to pupils who are looked after children in the care of the local authority.



Since pupils who have experienced significant social, emotional and behavioural difficulties are likely to have been under-performing in their mainstream classrooms, it is likely that many of our new admissions will be from pupils who have fallen behind their peers in the acquisition of basic skills and whose attainment is not in line with their abilities. Where the admissions panel is confident that the child's primary needs stem from his/her behavioural difficulties, rather than from undiagnosed moderate or severe learning difficulties, we will offer a place based on that apparent need without making any distinction in respect of educational attainment.

## **6. The role played by the parents of pupils with special educational needs:**

Parents play a crucial role in their child's educational development and at Arco Academy Alternative Provision we value the support and interest which they contribute. We believe that only by working together will a pupil's individual needs be met successfully and it is therefore our policy to maintain regular contact with parents.

The school information report found on our website answers many questions parents may have about how their child's Special Educational Needs will be met at Arco Academy Alternative Provision.

We are happy, at any time, to respond to parents' concerns and we actively encourage their involvement in every aspect of the educational process. Initial visits, review meetings and end of placement planning meetings provide opportunities for discussion, as do annual review meetings for pupils with a Statement of Special Educational Needs. In addition, we contact parents regularly by phone or email to inform them about the day to day progress of their child and send home weekly certificates to show progress against targets.

Whatever the nature of the concern for our pupils' welfare, we believe that a Home, School partnership is the most meaningful and beneficial way of addressing the individual needs of our pupils.

### **Pupil engagement in the activities available within the unit:**

Arco Academy Alternative Provision, through its commitment to equal opportunities, as detailed in the Equalities Policy, aims to offer all pupils equal access to every aspect of the curriculum offer. It promotes an atmosphere of understanding, acknowledges and values the achievements of all pupils; actively seeking to help individuals to develop a positive image of themselves as learners.

## **7. Support for Pupils at School with Medical Conditions:**

Arco Academy Alternative Provision recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case Arco Academy Alternative Provision will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The arrangements for each pupil will be made on entry to Arco Academy Alternative Provision and will be personal to each pupil needs. Details of this provision can be found in the schools' medical conditions policy found in the SEND section of the school website.

## **8. Evaluating the success of the unit's special educational needs provision:**

The management committee has a duty to report annually on the success of its SEND policy. The main

criteria for evaluation relate to individual pupil progress and achievement, both academically and in terms of personal and social development. Standard measurements include National Curriculum teacher assessments, reading, spelling and BPVS tests as well as measures of personal and behavioural development. Contribution to and involvement in the life of the unit, including social and co-operative behaviours, demonstrate the success of our whole-unit policy.

## **9. Arrangements for in-service training in relation to special educational needs:**

Local Authority in service training arrangements are viewed within the whole unit context and work is on-going to promote pupil learning, with particular emphasis on differentiation and learning and teaching styles. The SENDCo attends the termly network meetings run by the Local Authority to keep up to date with local and National Changes to SEND policies.

Behaviour support assistants are provided with an induction period when they first arrive, including a 6-month probationary period with support from a mentor. Behaviour Support Assistants are encouraged to attend courses which will develop their learning and understanding of Special Educational Needs. All staff are required to complete the specialist UniSafe course for AP staff.

Professional Development days and the additional training sessions held occasionally on Thursday or Friday afternoons, give opportunities for raising awareness, discussing current issues and for staff to develop further skills and expertise in catering for the learning demands of pupils. Daily debriefing sessions and regular team meetings are also used as opportunities for the professional development of staff.

At Arco Academy Alternative Provision we are committed to offering as much high quality training as possible to all staff whether they are teachers or behaviour support assistants in order to raise awareness and develop expertise in meeting the needs of our pupils.

### **Working with teachers, other professionals and facilities outside the unit:**

We work in close and regular contact with our partner schools and also maintain close links with a number of outside agencies. Advice and assistance are sought where appropriate.

The Head of Centre is in regular contact with members of the Local Authority's Pupil Support Services such as Special needs officers and behaviour and attendance advisors. Members of the team visit the unit or give advice by telephone, thus playing a crucial role in the progress and development of pupils. It is also necessary on occasions to seek advice from other specialists such as our dedicated Educational Psychologist, Educational Welfare Officer, School Nurse, the Child and Adolescent Mental Health Service, General Practitioners, Youth Offending Services and Social Services.

The purpose of approaching outside agencies is always the best interest of the child. Parents are consulted and involved at every stage and appropriate arrangements are made for them to meet and discuss both the outcomes of assessments and to plan future programmes.

### **Links with other schools, units and educational establishments:**

We hold firmly to the principle that our pupils' special educational needs will be served best when we maintain strong links with colleagues in mainstream settings and work alongside them to develop and improve our practice.

Our links allow for effective transfer of information, with regard to confidentiality of reports from professionals, to ensure continuity of provision and therefore a smooth transition for pupils both into and out of Arco Academy Alternative Provision.



We also work closely with other Pupil Referral Units in order to share training, share support mechanisms and develop models of good practice within the sector.

## **10. Roles and Responsibilities**

### **The role of the SEN Governor - how it differs to other governors**

Most school governors will have an area in which they offer additional support and responsibility. The SEND governor has an additional responsibility to monitor how a provision meets the needs of children with Special educational needs across the school. Typically, the SEND governor will liaise with the school's special educational needs co-ordinator (SENDCo) or Headteacher, and aim to meet them formally once a term. A report by the Headteacher to the full governing body, made each term, includes the progress of children with SEND and should address any challenging questions raised by governors.

#### **School visits:**

There is a policy that covers all such 'formal' governors' visits to Arco Academy Alternative Provision. The objectives of the visit are decided before hand and that any written report/notes will be discussed with the Headteacher.

There is a statutory need for the SENDCo, SEND governor and Headteacher to produce an annual review of the SEND and how they are provided for, including the number of children involved, the budgeting and what the current educational thinking and policies are.

#### **Role of Behaviour Support Assistants;**

Behaviour Support Assistants contribute to the unit in a variety of ways. They may be the key worker for a pupil and a first point of call for parent. They establish and promote positive and productive relationships with students, acting as a role model and setting high expectations. They promote the inclusion of all students within the classroom and learning environment. They encourage students to interact and work co-operatively with others to ensure all students are engaged on the set task. Behaviour Support Assistants ensure the health and welfare of students is maintained at all times. They may deal with any immediate needs or emergencies in accordance with the policies and procedures. They maintain confidentiality at all times and to observe Data protection Guidelines. Some Behaviour Support Assistants hold coaching qualifications and may lead sessions such as swimming and PE. Some hold specific special needs training qualifications such as the Speech and Language Training called ELKAN or being able to screen for Irlens. Details of these can be found in the Local Offer document on our website or via the office.

#### **Designated teacher with responsibility for Safeguarding:**

Karen Chong is the designated teacher with responsibility for safe guarding. Lisa Miller, Head of Centre is the alternate designate. All staff undertake safe guarding training on an annual basis.

Further details can be found in the Safeguarding policy found on our website and available from the school office.

#### **Looked after Pupil Funding and PPG:**

Lindsay Last is responsible for managing the LAC and PPG funding. Andy Butterfield the Lead Teacher in the Bridge and the Senior Leadership Team are responsible for decision making on how these funds are deployed to meet the needs of children who fall into these vulnerability groups.

### **Member of staff responsible for managing Medical Needs of Pupils:**

Lindsay Last Headteacher has overall responsibility for the medical needs of pupils. It is the responsibility of the parents to provide ARCO with information about their child's medical needs usually during the home visit prior to the child attending ARCO. Parents must fill in a Parental Agreement for medication form. The Medical Conditions Policy explains in detail the protocols for administering medicine. This can be found on our website or obtained via the office.

### **11. Storing and managing information:**

Information about how data is stored at Arco Academy Alternative Provision is outlined in the data protection policy found on the schools website. Arco Academy collects and uses certain types of personal information about staff, pupils, parents and other individuals who come into contact with the school in order to provide for the safety, wellbeing and education of its community. In addition, it may be required by law to collect and use certain types of information to comply with statutory obligations of Local Education Authorities (LEAs), government agencies and other bodies.

### **12. Reviewing The Policy:**

The SEND policy is reviewed annually with the staff, parents, pupils and governors. The next review will take place in October 2015.

### **13. Accessibility:**

Arco Academy Alternative Provision has 5 general classrooms, a purpose built Science laboratory, Food Technology room, Design/ Art room, Fitness suite, Social space/living room and staff room facilities. It is well equipped with accessible toilet facilities in all three areas of the school and is fully accessible throughout the site. Outside the classrooms are break out areas with workspace for small groups and independent working. The school kitchen is equipped to provide hot food to pupils both at Arco Academy and First base PRU's daily. A small meeting room, main school office and offices for head and Deputy provide administration and leadership spaces. The site is secure and provides parking for staff at the rear of the site as well as a generous car park for visitors/ parents at the front of the building. Two of a proposed three phase building programme has been completed and as such, two of the three areas are now permanent builds. The two remaining portacabin buildings currently provide three classroom spaces, offices and an accessible toilet facility. There is a grassed play area with play facilities for pupils and a tarmacked area for sports and play. All classrooms in the permanent build have direct access to the outdoors and a covered paved area outside classrooms, science and art rooms with seating for pupils, providing outdoor learning spaces that remain accessible throughout the year. When pupils arrive we review and consider their needs in order to ensure that everything at Arco Academy is accessible to all pupils. See the schools Equalities and Diversity Policy 2013 and the Accessibility Plan 2013 both. Found on the website.

### **14. Arrangements relating to the treatment of complaints from parents of pupils with special educational needs:**

Parents should not hesitate to contact the Head of Centre, or Deputy Headteacher, if they have any worries concerning their child. Problems and misunderstandings do occur and these can often be resolved quite easily through discussion. For more formal complaints the schools complaints procedures policy can be found on the website. Formal complaints should be directed to the Head of Centre who will follow the local authority's established procedures. The procedures are also described in more detail on the website in the SEND Information report. A copy of this can also be obtained from the office.

## 15. Bullying:

At Arco Academy Alternative Provision we summarise bullying as: **the prolonged oppression and dominance over one pupil by another**. Of particular concern is bullying that deliberately targets individuals because of race, gender, sexual orientation or disability. Bullying of this type often occurs through verbal and indirect action. It is difficult to challenge this type of behaviour unless there is recognition by staff and pupils of the fact that this type of action is unacceptable and that it is bullying behaviour. Comments that, it is claimed, are made “in fun” can be hurtful and will lead to the victim suffering further duress if they are not challenged. Arco Academy recognises that pupils at the academy may have Special Educational Needs for which they have been the victim of bullying or for which reason they may have bullied. Therefore, it is important that the unit fosters an ethos that does not tolerate behaviour of this sort. Further information can be found in the Anti Bullying Policy on the website or on request.

