

SEND Policy

Addington Valley Academy

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John Prior
Family Board
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ADDINGTON VALLEY ACADEMY SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

INTRODUCTION

Orchard Hill College and Academy Trust (OHC&AT) is committed to providing outstanding educational opportunities for all our pupils and students. OHC&AT is a 'family' of providers, comprising Orchard Hill College (OHC) and Orchard Hill College Academy Trust (OHCAT), which works for mutual benefit. OHC&AT is proud of its diverse community of pupils and students, staff and stakeholders and is committed to maintaining excellence in teaching and learning by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity.

It is recognised that the 1996 Education Act, the Children and Families Act 2014 and the 2014 SEND Code of Practice are valuable sources of structure and guidance in developing systems and processes which will help to ensure that the needs of all students at Addington Valley Academy are met.

PRINCIPLES

Every teacher at Addington Valley Academy is considered to be a teacher of Special Educational Needs and Disabilities (SEND), whose role is to plan and develop the curriculum to take account of individual differences and secure good progress. Similarly, while we operate a portfolio governance system, every governor on our Local Governing Body (LGB) is considered to be a governor of SEND and expected to support and challenge the school leadership through the prism of understanding the needs and aspirations of our student body.

The Governors, Senior Leadership Team and staff at Addington Valley Academy are fully committed to the ideal of maximising the potential of our students by meeting their individual needs. We adhere to the following principles:

- Students are entitled to have access to a broad, balanced and relevant curriculum. The curriculum must be well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.
- Students must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities.
- Students within the Academy are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognised and celebrated.

- Students benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned implemented, monitored and reviewed.
- The pastoral and academic areas of the curriculum are managed in such a way as to ensure that the participation of students in their own learning is maximised and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to effectively supporting the needs of students.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with students whose individual needs are additional and complex.

Aims

Teaching students with SEND is central to the ethos, vision/values and curriculum of Addington Valley Academy. We structure our approach to the individual needs as set out in the Education Health and Care Plan (EHCP) through a pathway model in school.

All students at Addington Valley Academy will have an EHCP with identified needs, provision stated and goals/outcomes outlined. Any changes to this will be identified by the classroom teacher and then conveyed to the SENco/LA as appropriate. Annual reviews will action statutory changes.

We will aim to:

- Ensure that all students at the Academy receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activity are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve students and families in decisions regarding education and the meeting of the students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the Academy (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, students' lives.

- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway, and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of students with Special Needs.
- Ensure that the obligations of the Academy are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Admissions

Addington Valley Academy is a special school, therefore all students will have an EHCP or Statement (historic). For further details, please refer to our admissions procedure.

Transition

For students aged 14 and above, Addington Valley Academy will work with the transition support service within the National Autistic Society to guide families looking for information and advice on the transition to adulthood. The curriculum in the sixth form is particularly shaped to work on independence skills in line with this programme.

At other transition points into school, Addington Valley Academy will work on an approach centred on meeting the needs of the student. This will include:

- An initial review of the EHCP and professional reports
- An out of school programme to engage with the student, family and primary school before starting at Addington Valley Academy
- An 'on roll' transition programme to include reviews, mentoring and appropriate support designed by the therapy team to monitor/support and design a package to overcome anxiety about starting in a new school/

All three of these programmes will be overseen by the SENco.

POLICY REVIEW DETAILS

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RELATED POLICIES AND PROCEDURES

Admissions Policy

Accessibility Statement
Child Protection, Adult Protection & Safeguarding Policy
Complaints Policy and Procedure
Equality and Diversity Policy
Health and Safety Policy
Mental Capacity and Consent Policy
Personal and Intimate Care Policy
Positive Behaviour Policy
Supporting Pupils in Schools with Medical Conditions Policy

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