

The logo for Orchard Hill College & Academy Trust features a red horizontal line above a red house-shaped outline. Inside the house shape is a white ampersand (&). The text "Orchard Hill College" is on the left and "Academy Trust" is on the right, both in a bold, black, sans-serif font.

Orchard Hill College & Academy Trust

SEND Policy

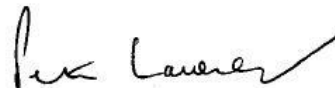
Addington Valley Academy

The OHC&AT Board of Directors has agreed this Policy – 2nd July 2021.

Jay Mercer
Chair of OHCAT Board

A handwritten signature in black ink, appearing to read "Jay Mercer".

Peter Lauener
Chair of OHC Board

A handwritten signature in black ink, appearing to read "Peter Lauener".

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/students, apprentices, staff, families and other 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 pupils/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 is therefore expected to work with the school leadership to ensure that every pupil is supported to achieve their maximum potential. More information about our governors can be found on the Governance page of the school website.

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

- Pupils 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.
- Pupils must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities.
- Pupils 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.

- Pupils 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 personal development and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils 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 supporting the needs of pupils.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with pupils whose individual needs are additional and complex.

AIMS

As a specialist provider, teaching students with SEND is the core business 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 pupils 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 SENDCo/LA as appropriate. Annual reviews will action statutory changes.

We will aim to:

- Ensure that all pupils 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 pupils and families in decisions regarding education and the meeting of the pupils' 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 pupils' needs.

- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils' 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 pupils with SEND.
- 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 pupils will have an EHCP or Statement (historic). For further details, please refer to our admissions procedure.

TRANSITION

OHC&AT recognises that transition into and out of a special school at any point can be a sensitive experience for pupils and families; for many, this may be their first special school placement and thus an additional source of stress and anxiety that requires careful management. Addington Valley Academy makes clear transition points integral to curriculum delivery to ensure that our young people experience key transitions as appropriate.

Addington Valley Academy will support transition out of the school sensitively and in line with the needs of the young person and their family, working collaboratively with any forward destination to ensure that the next step of their learning or employment is relevant, sustainable and carefully managed.

STAFF TRAINING

Addington Valley Academy operates a dedicated staff training programme with CPD linked to identified individual and organisational priorities, including SEND-specific training. Additionally, staff benefit from OHC&AT's whole organisational CPD and development offer which includes:

- A suite of in-house training modules focusing on specific areas of SEND, developed and delivered by experienced senior staff;

- Access to bespoke in-house training, delivered by qualified and experienced OHC&AT staff, around specific areas of SEND as well as other relevant areas e.g. Team Teach, Positive Behaviour Support, First Aid for Mental Health.
- Access to professional and specialist staff networks, enabling peer support and the sharing of best practice around effectively supporting pupils/students with SEND;
- For staff wishing to become qualified teachers, the SEND-specific Diploma in Education & Training pathway, delivered in partnership with Canterbury Christ Church University.

POLICY REVIEW DETAILS

<i>Version:</i>	1.5
<i>Reviewer:</i>	John Prior, Laurie Cornwell
<i>Approval body:</i>	Family Board
<i>Date this version approved:</i>	2 nd July 2021
<i>Due for review:</i>	Spring 2023

RELATED POLICIES AND PROCEDURES

Administration of Medication and Prescribed Substances in College Policy
Admissions Policy
Accessibility Statements
Child Protection, Adult Protection & Safeguarding Policy
Complaints Policy and Procedure
Equality and Diversity Policy
Health and Safety Policy
Mental Capacity and Consent Policy (Academies/OHC)
Personal and Intimate Care Policy (Academies/OHC)
Positive Behaviour Policy (Academies/OHC)
Relationships and Sex Education Policy (Academies/OHC)
Safeguarding and Wellbeing Offers
Student Mental Wealth, Health & Wellbeing Policy
Supporting Pupils in Schools with Medical Conditions Policy