SEND POLICY AND INFORMATION REPORT

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Date this version approved: 10.03.23
Due for review: 10.03.27

SEND policy and information report

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/students at Addington Valley Academy will have, or will have applied for 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 SLT and LA as appropriate. Annual reviews will action statutory changes.

We will aim to:

- Ensure that all pupils/students at the school 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/students and families in decisions regarding education and the meeting of the pupils'/students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the school (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils'/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 pupils/students with SEND.
- Ensure that the obligations of the school 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.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils/students with special educational needs/disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND

Vision

Our vision for Addington Valley Academy is to provide a positive environment where children and young people with Autism Spectrum Disorder (ASD) access specialist support that enables them to learn and achieve. We aim to be a flagship school for the support of Autism throughout Croydon and the country.

Our values, approach and philosophy are based on the following pillars:

Well-being, Communication and Independence which ensure Achievement

To realise our vision, we will:

- work with students, families and the community to provide a kind, caring and collaborative environment that engages, inspires and challenges
- develop independence and communication skills to ensure meaningful outcomes for all students
- support and prepare students for adulthood and life after school
- ensure the whole school community is valued and respected

Legislation and guidance

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

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

This policy also complies with our funding agreement and articles of association.

DEFINITIONS

A pupil/student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

Addington Valley Academy is a special school. Every teacher 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/student is supported to achieve their maximum potential. Responsibility for oversight of SEND within Addington Valley Academy sits within the Teaching and Learning portfolio. More information about our governors can be found on the Governance page of the school website.

Specific responsibilities are listed below.

The SENDCO

Addington Valley Academy does not have a dedicated SENDCO as all members of SLT, phase leaders and teaching staff are trained in and have a secure knowledge of ASD and SLD practice. What would be the responsibilities of a SENDCO are divided between the Principal, Vice Principals and Assistant Principals where appropriate.

SLT will:

- Work with the Principal and Teaching and Learning 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/students 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/students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils'/students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils/students with SEND up to date.

The Local Governing Body

Governors will:

- Collectively ensure a continued focus on SEND at LGB meetings and within their respective portfolio activities, in order to provide assurance that

pupils/students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

The Teaching and Learning governor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the LGB on this.
- Work with the Principal and SLT to determine the strategic development of the SEN policy and provision in the school.

The Principal

The Principal will:

- Work with the Senior Leadership Team and Teaching and Learning governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for ensuring that pupils/students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil/student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with their Phase Leader and Senior Leadership Team to review each pupil/student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEN INFORMATION REPORT

The kinds of SEN that are provided for

Our school is a special school providing for a range of needs but with a primary need of Autism Spectrum Disorder. Other needs may also present such as:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and severe learning difficulties

Consulting and involving pupils/students and parents/carers

Local Authorities send the relevant documentation to all of the schools they feel would meet the needs of the young person. Once our admissions team receive the referral via the email address on the website they forward it to the relevant Vice Principal who reviews the documents. When considering a potential placement for a student, the Vice Principal looks closely at the needs of the student. This will take into account that the student:

- Is within the age range for the school
- Has been assessed and diagnosed as being on the Autistic Spectrum
- Presents with Moderate to Severe Learning Difficulties

If it is felt that more information is needed, the Vice Principal will go back to the referring borough and request clarification. If it is felt that Addington Valley Academy is able to meet the needs of the young person, an offer is made in writing to the Local Authority who will make a decision based on the feedback received from each of the schools they have consulted. They may decide to name another school and they will be named on the EHCP.

If Addington Valley Academy feel that they cannot meet the needs of the young person, they will respond to the Local Authority following the requirements outlined in the SEND Code of Practice 2015.

Once Addington Valley Academy is named on your child's EHCP, a member of staff will contact you to schedule a meeting to complete the admissions paperwork. This will include medical information, permission to administer medication (if needed), permission to attend off site activities, eligibility for free school meals etc. We will also discuss your child's start date and class groups.

Assessing and reviewing pupils'/students' progress towards outcomes

Each Outcome is broken down into short term targets, from which the students whole curriculum is created. These short term targets are matched to the adapted curricula that the school uses, such as 'The Equals curriculum' and the 'National Curriculum.' These are then assessed on an ongoing basis, but substantively at specific dates in the term. This progress is MAPP assessed and recorded on Evidence for Learning. Progress and evidence is shared weekly with parents and targets updated termly.
Teachers will use this data, input and assessment from Speech and Language Therapists, Occupational Therapists and Arts Therapists, any other relevant professionals working with the student to update the outcomes in the EHCP through the Annual Review process.

Supporting pupils/students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil/student is moving to. We will agree with parents/carers and pupils/students which information will be shared as part of this.

Preparing for adulthood is an integral part of the schools purpose, values and approach. Our students follow a curriculum based on their EHCP outcomes where independence and communication are key aspects. Students are split into pathways that have specific approaches to achieve post Addington Valley Academy goals. One of these goals for each pathway is to achieve an appropriate placement in a post 18/19 college or residential placement.

Depending on the needs of the individual student, we will create an appropriate transition plan. This may include visits, transition programmes, social stories and visuals among other student specific approaches.
Alongside this students will follow an appropriate work experience programme, which includes, where appropriate, impartial advice from an approved outside source.

Our approach to teaching pupils/students with SEND

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 activities are well-matched and differentiated.
- Ensure that teaching methods and practice follow best practice ASD approaches and 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 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.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to pupils/students who have SEND. This will be differentiated for individual pupils/students.

Students will receive high quality therapy as described in their EHCP. This can include:

- Speech and Language Therapy
- Occupational Therapy
- Music / Drama / Art Therapy
- Physio therapy
- Canine Therapy
- Play Therapy

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all pupils/students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Creating individual curricula for each student based on individual needs and EHCP outcomes
- Use of a Total Communication System to ensure that every stydent develops a communication system.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using ASD specific approaches such as Teacch and Attention Autism.

As a school specifically built, designed and run for ASD and SLD, our very purpose is to ensure that students with SEND access all areas of the curriculum and environment. Please see the Accessibility plan for further details:

Additional support for learning

We have 60 teaching assistants who are trained to deliver interventions such as Teacch, Attention Autism, Team Teach, phonics, play interventions.

Teaching assistants will support students on a 1:1 basis when this is a provision on the EHCP and when this is directed by the class teacher to meet the current need of that student. Provision of 1:1 support is decided by SLT and the Principal in the short term and then evidence for need gathered and taken to the LA to amend the EHCP Provision. .

Teaching assistants will support pupils/students in small groups.

We work with the following external bodies/agencies to provide support for pupils/students with SEND:

- Team Teach
- Gina Davies Foundation
- Teacch
- Love to Communicate
- Croydon Music Association
- Canine Therapy
- Chiltern Music Therapy
- Roundabout Drama Therapy
- Social Services

Expertise and training of staff

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:

- In-house training focused 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.

All permanent staff are trained in:
Teacch
Team Teach
Attention Autism
PECS
ASD and ASD interventions and Regulation
Phonics
Reading
Equals Curriculum approaches
Play stages and interventions

Securing equipment and facilities

Addington Valley Academy is a new school, purpose built to meet the needs of its ASD/SDL cohort. This includes amongst others:

Soft Play room
Two Sensory rooms
OT room with swing, trampoline and climbing wall.
Sensory Garden / playground with trampoline, swing and roundabout.
Playground with trampoline, swings, slide and bridge.
Trim Trail.
Break out rooms
Cooking room
Music and therapy room
Training flat
Gym
6th from Social room
Outside areas for each classroom on the ground floor.
Terrace for classrooms on the first floor.
MUGA
Field
Sports Hall with Olympic Trampoline

Addington Valley Academy continues to develop its facilities as it grows inline with the needs and regulation needs of its cohort, following best practice ASD approaches to ensure efficacy and value for money.

Evaluating the effectiveness of SEND provision

Explain your school's approach here. Describe how your school evaluates the effectiveness of the provision for pupils/students with SEND, equipment and facilities to support pupils/students. Example text below, please amend as necessary.

Addington Valley Academy is a special school, therefore all pupils/students will have an EHCP.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their academic goals each term
- Reviewing the impact of interventions half termly
- Using student and parent questionnaires
- Monitoring by the SLT and Phase Leaders
- Half termly monitoring by the LGB and the Academy Trust team
- Holding annual reviews for students with EHC plans

Removing barriers to participation

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All pupils/students are encouraged to take part in all of the activities arranged by the school such as:

- Enrichment
- Rewards
- Work experience
- Academic off site trips

No pupil/student is ever excluded from taking part in these activities because of their SEND or disability.

Addington Valley Academy is fully committed to the ideal of maximising the potential of our pupils/students by meeting their individual needs. We adhere to the following principles:

- Pupils/students are entitled to have access to a broad, balanced and relevant curriculum. The curriculum is well-matched and appropriately differentiated to the pupil/student's individual needs and underpinned by specialist approaches and strategies to address those needs.
- Pupils/students must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities. Further information on this can be found in our Accessibility Plan on our website: www.addingtonvalley.org
- Pupils/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.
- Pupils/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 personal development and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils/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 supporting the needs of pupils/students.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with pupils/students whose individual needs are additional and complex.

Support for improving emotional and social development

We provide support for pupils/students to improve their emotional and social development in the following ways:

- Pupils/students are encouraged to be part of the school council
- Pupils/students are encouraged to take active roles in supporting each other, with guidance from staff. They are encouraged to report any concerns to a member of staff or via our Worries and Concerns boxes in each classroom.

- Where appropriate Pupils/students are shown how to use the Zones of Regulation in order to identify and name their feelings. They are then shown effective methods to manage these feelings.
- Pupils/students have access to 3 trained Mental Health First Aiders among the staff team
- Pupils/students have access to targeted therapeutic interventions such as Music, Drama and Art Therapy.
- If necessary, referrals are made to CAMHS to request more intensive support

For further information, please refer to our Safeguarding and Wellbeing offer, on our website: https://addingtonvalley.org/about_us/safeguarding/

We have a zero tolerance approach to bullying.

Working with other agencies

Addington Valley Academy works closely with Local authority services such as Croydon SEND and Croydon Transport.

We meet regularly with student's social workers and Family workers for TAC and CIN, CP and Annual Review meetings.

We meet regularly and work closely with CAMHS, GPs, Teachers for the Deaf and other consultants and specialists as appropriate and necessary.

We meet regularly with and share information with respite services such as Calleydown, Legacy and Paul Funnell youth groups.

We support parents with training for support and respite workers/carers provided by Croydon Council.

We support our parents with dealings with the DWP and Croydon Housing.

Complaints about SEND provision

Addington Valley Academy is committed to dealing with complaints promptly, fairly and carefully. We encourage parents, carers and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

Where resolution is not possible, the school has a formal Complaints Policy which sets out a structure under which complaints will be heard. This is available from the school website or a hard copy can be obtained from the school office.

The parents/carers of pupils/students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our

school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents/carers of pupils/students with SEND

We are developing our links with the community and work closely with Croydon services to ensure that all of our families access they services they require and deserve.

Details for Croydon's local offer can be found here:

https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page

Contact details for raising concerns
John Reilly – Principal
email Jreilly@addingtonvalley.org

The local authority local offer
Our contribution to the local offer is found here:

https://localoffer.croydon.gov.uk/kb5/croydon/directory/service.page?id=f4_np4n5Gqs

Addington Valley Academy is a co-educational special school specialising in autism and severe/complex needs. We support the social communication, cognitive, sensory and social, emotional, and behavioural needs of students.

The academy is an important part of an established family of specialist schools and academies that make up Orchard Hill College Academy Trust (OHCAT). OHCAT is a 'family' of schools, currently comprised of 15 special academies across London, Surrey, Sussex and Berkshire.

Our local authority's local offer is published here:
https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Principal and/or SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body (LGB) at least annually or whenever the policy is updated.

RELATED POLICIES AND DOCUMENTS

Accessibility Plan
Admissions Policy
Behaviour Policy
Child Protection, Adult Protection & Safeguarding Policy
Complaints Policy and Procedure
Equality, Diversity & Inclusion Policy
Equality information and objectives
Mental Capacity and Consent Policy (Academies)
Personal and Intimate Care Policy (Academies)
Relationships and Sex Education Policy and Procedure
Safeguarding and Wellbeing Offer
Student Mental Wealth, Health & Wellbeing Policy
Supporting Students with Medical Conditions in Education Policy