



## SEND Policy 2023 - 2024

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Hard copies of this plan are available from:	Armfield Academy Blackpool
Date of next review:	1 <sup>st</sup> October 2024 (as required)
Person responsible for Review:	Rachel Hurst

## Philosophy and Purpose

Armfield is 'An Academy to be Proud Of' and is part of the Fylde Coast Academy Trust (FCAT). Our aim is to create a culture where quality first teaching underpins a quality education where all learners are cared for, valued and respected. We work in partnership with parents/carers and external agencies to ensure that we provide a safe and supportive environment which offers an inclusive and personalised education to suit the needs of all learners to promote positive outcomes.

Our vision is firmly underpinned by the guidance provided in the SEND Code of Practice 2015 and incorporates the FCAT principles outlined below:



FCAT is an inclusive, non-selective trust. Our trust believes that every child has the right to access education that meets their needs and prepares them well for adulthood. As part of an inclusive trust, we are committed to working collaboratively with learners, their families and external partners to ensure that all aspects of school life are accessible and appropriately differentiated to meet the wide range of individual needs.

## **Policy Aims**

The aim of our policy is to fulfil Armfield's mission statement, purposes and values as outlined above and on our school website. In particular, our policy aims to ensure that the provision we offer:

- ensures high quality teaching and learning opportunities which are differentiated and varied.
- promotes and facilitates exceptional progress.
- ensures all learners are challenged and able to do their very best.
- provides opportunities to foster and develop interests and talents.
- is regularly monitored and reviewed to ensure that we are providing the best and most appropriate provision to meet the needs of all our learners.

This policy pays due regard to legislation set out in key publications:

- Children and families Act 2014
- Health & Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 2004
- Supporting Children with Medical Conditions 2015
- Keeping Children Safe in Education 2022
- Working together to safeguard Children 2018

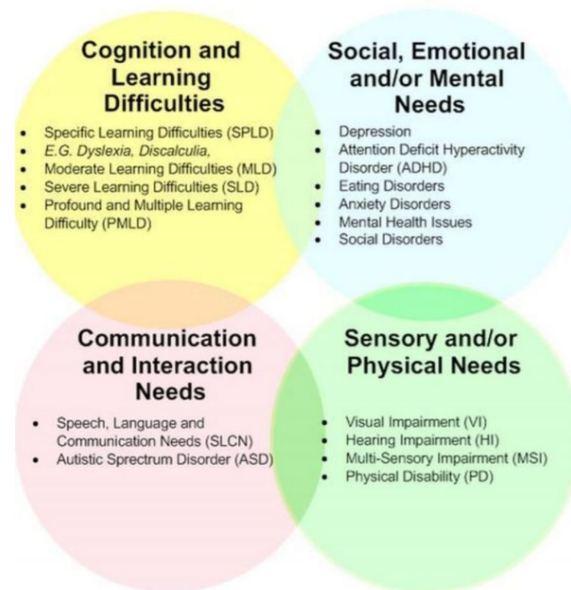
## **Definition of SEND**

The term SEND (Special Educational Needs and Disabilities) encompasses a wide range of needs. The SEND Code of Practice states that 'a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.' At compulsory school age, this means that the child or young person has a significantly greater difficulty in learning than the majority of others the same age or has a disability, which requires reasonable adjustments to be made to support their learning.

## **Categories of SEND**

Whilst there is a wide spectrum of individual and additional needs, SEND is recognised as four broad areas of need:

- 1) cognition and learning
- 2) social, emotional and mental health
- 3) communication and interaction
- 4) sensory and/or physical needs



## **The Principles of Effective SEND Provision at Armfield Academy**

Armfield Academy strives to incorporate the following principles into their SEND provision:

- early identification of need.
- learner engagement.
- timely and accurate record keeping.
- challenging and realistic target setting.
- clear, effective and honest communication with parents/carers and learners.
- effective and timely interventions and support.
- review of interventions and modifying provision where appropriate.

## **A Graduated Approach to supporting pupils with SEND**

In accordance with the SEND Code of Practice, Armfield Academy follows the Assess-Plan-Do Review approach to managing and supporting learners with additional needs. Parents/ Carers and learners are involved at all stages to ensure that individual needs are met.



### **1. Quality First Teaching**

The first stage of provision for all pupils at Armfield Academy is Quality First Teaching (QFT). At Armfield Academy, QFT includes the use of evidence-based research and adaptive teaching strategies to improve outcomes for students with SEND within the classroom environment.

The graduated assess, plan, do, review model is used to support learners who are identified as not making progress in line with their ability.

### **2. Universal plus – Support Plan**

Pupils who may require some small adaptations to the curriculum may be identified at 'universal plus'. With these reasonable adjustments, these pupils continue to make progress with their learning when their progress is analysed. These pupils will be recorded on the universal plus register. Provision will be reviewed at each data capture.

The graduated assess, plan, do, review model will be used to ensure that the adaptations are ensuring the learner continues to make progress in line with their ability.

### **3. SEND Support Plan – SEND Support Plan ‘K’**

Pupils identified as requiring provision that is additional to and different from their peers are identified as requiring SEND support.

These learners will be on the SEND register and will have a detailed SEND support plan ‘K’ which will identify strategies, interventions and outcomes to address barriers to learning.

These plans will be reviewed termly with family, pupils and staff as part of the assessment plan do review cycle.

These reviews will include parents/carers, young people and academy staff and will take place as follows:

#### **Primary school –**

**Review 1-** will take place with the SENDCo in the autumn term.

**Review 2** – will take place at parents evening on 28/02/24

**Review 3** – will take place in the summer term as part of the transition process.

#### **Secondary school –**

**Review 1** - will take place with the SENDCo or assistant SENDCo in the autumn term.

**Review 2** - will take place at the annual parents evening with the SENDCo or Assistant SENDCo at the following dates:

Year 7 - 20/04/24

Year 8 - 27/03/24

Year 9 - 25/01/24

Year 10 - 08/02/24

Year 11 - 09/11/23

**Review 3** – will take place virtually for Y7 – Y10 in Summer term 2. Transition review meetings for Y11 and Y6 students will take place with parents/carers, students and FE providers in person.

Following the assess, plan do review cycle, it may be appropriate to progress to an EHC needs assessment to support more complex needs. The SENDCo will coordinate the necessary specialist support and prepare the assessment documentation for the assessment panel. The assessment panel is an external body of professionals who will make a decision based upon all the evidence from all of the professionals whether it is appropriate to have a plan issues or remain on SEN support.

#### **4. Education Health and Care Plan (EHCP) – SEND Support Plan ‘E’**

A minority of learners at Armfield Academy will have an Education, Health and Care Plan. Education, Health and Care plans include detailed information about the learners needs, the arrangements to support the learners, identified provisions and agreed outcomes for the end of the learners current key stage. All EHCP's are available via Edukey Provision Map for Armfield staff.

These learners will be on the SEND register and will have a detailed SEND support plan 'E'. SEND support plan 'E' will have clear and detailed SMART targets to meet the outcomes identified in the EHC plan.

#### **Annual Review**

The SEND support plan 'E' along with the EHC plan are reviewed as part of the Annual Review . Annual reviews will always include parents/carers, young people and academy staff and either the SENDCo or Assistant SENDCo. The multidisciplinary team supporting the young people will be invited to attend the review and provide advice.

In addition, progress towards the SEND Support plan 'E' is reviewed following the schedule highlighted in section 3.

#### **The Blackpool Graduated Response Process including early identification of need.**

At Armfield Academy, if a teacher feels that a pupil should move from universal provision then the local authority graduated approach must be followed. SEND interventions will be in a staged and monitored approach which the Local Authority call the graduated approach. This is supported by the Blackpool SEND Support Team who offer wrap around expertise and support and can be categories in stages:

##### **1) Initial observations**

Class teacher and support staff identify a concern(s)

## **2) First Concerns 1**

The class teacher, support staff, parents/carers and young person meet to discuss needs and plan appropriate action. A review date will be set.

## **3) First Concerns 2**

The class teacher, support staff, parents/carers and young person meet to discuss if any further support is needed if needs are not met at the first concern stage. A review date will be set.

## **4) SEN Support 1**

The SENDCo becomes involved at this stage and possibly the school nursing team. Your child will be added to the SEN register (when parental consent is granted) whilst interventions are offered and provision is put into place to help meet needs.

## **5) SEN Support 2**

Learners who require a high level of intervention or support to access the curriculum and school environment will receive specialist and targeted support to ensure that their needs are met. In most cases, this will involve a multi-agency approach including the support of advisory teachers and Educational Psychologists as appropriate.

## **6) Complex**

A team of professionals will be supporting the child at this stage. It may be necessary to start the process for an educational health and care plan (EHCP) needs assessment.

In some cases, it may be appropriate to progress to an educational health and care plan needs assessment (EHCNA). The SENDCo will work with all stakeholders and coordinate the necessary specialist support to prepare the assessment documentation for the assessment panel.



## **Transition**

At Armfield Academy, we recognise that times of transition can be challenging for all learners and particularly for learners with SEND. The SENDCo will coordinate meetings with feeder providers and destination organisations to ensure effective and efficient communication and transfer of information. At Armfield Academy, we recognise that transition takes place every time a learner moves class year on year. The SENDCo will coordinate the transfer of information as appropriate to ensure that no gaps to learning occur at this time.

## **Formative and Summative Assessment**

All learners at Armfield Academy including learners with SEND will be assessed formatively on a daily basis to ensure gaps in learning can be quickly addressed. Learners will also be assessed using a range of assessments and their progress will be tracked and monitored through data captures as part of our summative assessment cycle.

## **Continuous, professional learning development (CPLD)**

All teachers are teachers of SEND. Staff receive a comprehensive package of training to ensure that they are the best they can be and are able to provide a varied and interesting curriculum that meets the needs of all of our learners.

## **Local offer**

FCAT and Armfield Academy work in partnership with the Local Authority to assist in the development and review of the local offer for SEND:

<https://www.fyidirectory.co.uk/blackpool-local-offer>

Independent, impartial and confidential advice and support can be gained from the SENDIASS team on: 01253 477083

## **Contacts:**

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Assistant SENDCo - Lauren Blackburn