



Archbishop Holgate's School

A Church of England Academy

SEND Report

In this document, we explain how we support those students with Special Educational Needs. It needs to be read in conjunction with our SEND Offer.

Review Date: September 2021

Next Review Date: September 2022

Member of staff responsible: Miss Holmes, SENDCo

Governing sub-committee: Curriculum

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its Mission, its strategic aims, and its Christian values as a Church of England Academy

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Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

“A threefold cord is not easily broken.” Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

Aims

Our SEND policy aims to:

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

This SEND report is information for parents / carers of students who have Special Education Needs or Disabilities (SEND). It outlines the support and provision you can expect to receive if you choose Archbishop Holgate's School for your child.

2. 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 with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

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

3. Definitions

A pupil 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 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Miss Holmes. You can contact Miss Holmes by telephoning school on 01904 411341 or by emailing FAO Miss Holmes reception@archbishopholgates.org. Daniel Furniss is the Deputy Head teacher with responsibility for SEND.

They will:

- Work with the headteacher and SEND 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 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 with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Reviewing the SEND register to inform of them of how they can support students they teach
- 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 the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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 and cerebral palsy
- Moderate, severe, profound and multiple learning difficulties

- Deaf or Hearing Impaired children

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support, or when there is any proposed change to your child's SEND status or provision.

The SENDCo will contact all primary schools in Year 6 and will gather information on all students on the SEND register who will be attending Archbishop Holgate's School. If your child has an EHCP and has named Archbishop Holgate's as their school of choice the SENDCo will attend the Year 6 review(s).

The SENDCo is available to meet with parents at a mutually convenient time to discuss individual students and discuss provision.

Any parent / carer of SEND students joining us Post 16 is welcome to contact the SENDCo to discuss provision in the 6th Form. Those students joining the Work Skills Course will be able to meet with Mrs Dobson (Head of Workskills) to discuss provision and will also have Mrs Dobson and / or Miss Holmes attend their Year 11 review meeting.

5.4 Assessing and reviewing pupils' progress towards outcomes

Whole school markbook tracking shows a clear picture of student's progress towards a given target. Class teachers have overall responsibility for the progress of a student within their class. Any student not making appropriate progress will be identified and targeted for intervention by the teacher and if necessary input by the Learning Support Department. The SENDCo also monitors SEND students interim and full report data throughout the academic year.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

The SENDCo will contact all primary schools in Year 6 and will gather information on all students on the SEND register who will be attending Archbishop Holgate's School. If your child has an EHCP and has named Archbishop Holgate's as their school of choice the SENDCo will attend the Year 6 review(s).

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

- All students in Year 6 have a transition day and induction session
- Year 7 forms have specific buddies assigned to them
- Miss Holmes will meet with primary schools to discuss specific needs and provision
- During the options process (Year 8) all students will have an options assembly and parents will be invited to an options evening
- Students with SEND will receive a 1:1 options IAG session, in order to help support them to make appropriate choices which will enable them to secure their next steps
- All Year 11 students receive an SLT pathway meeting
- All Year 11 students have access to a Level 6 qualified careers advisor (based in school)
- High needs students are referred in Year 11 for connexions sessions, where appropriate

5.6 Our approach to teaching pupils with SEND

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

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

We will also provide the following interventions:

- All students with SEND
- SENDCo involvement
- Access to the Inclusion Centre
- Lunch and After School Clubs
- Homework Club
- Work Experience

Some students

- Individual or Behaviour Support Plans
- Careers Advice
- Travel Training
- LA Specialist Input
- Paired Reading
- Spellzone
- School Assistant Support
- Pastoral Care – Safeguarding and attendance officer
- Pastoral Support Workers Input
- Support on School Trips
- Support on Enrichment Days
- Small Group Nurture Group Teaching
- Workskills Curriculum
- Applied Learning Pathway
- Examination Arrangements
- Laptops

5.7 Adaptations to the curriculum and learning environment

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

- All the provisions in the accessibility plan are met, to ensure that no child is disadvantaged by having SEND
- Adapting timetables to ensure that students who need it can be taught downstairs or have access to a lift
- Coordinating access arrangements for external examinations and non-examined assessments
- Communicating information about learning styles and strategies suitable for individual students through use of the SEND register
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Small group teaching to support the most vulnerable, with unique curriculum pathways available if appropriate
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Ensuring the school site is accessible for students with disabilities
- Providing communication support workers qualified in British Sign Language
- Training staff to use microphone aids

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use of reader pens for students who qualify for access arrangements

5.8 Additional support for learning

We have a number of highly trained teaching assistants and higher level teaching assistants who are trained to deliver interventions such as:

- Paired reading
- Accelerated reader programme
- Scribe training
- Examination arrangements

Teaching assistants will support pupils on a 1:1 basis when this supports the meeting of specific needs

Teaching assistants will support pupils in small groups when ...

We work with the following agencies to provide support for pupils with SEND:

- SENDIASS: York SENDIASS offers impartial advice, information and support for parents and carers of children with Special Educational Needs and/or disabilities. They are able to help with any concerns that may still arise after any intervention or effort made by the school. In addition, an appeal can be made to the Special Educational Needs tribunal, which is an independent body that hears parents' appeals against LA decisions on statutory assessments and EHCP's.
- Deaf and hearing support
- Vision support
- Autism support
- Physical disabilities and health needs support
- York City Council Specialist Teaching Team
- Dyslexia action
- Educational Psychologist
- Specialist Careers Advisor for EHCP students
- Dogs helping kids

5.9 Expertise and training of staff

Our SENDCo has a number of years' experience in this role and has a reputation for excellence across the city.

They are allocated 18 hours over the course of a 25-hour week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We use specialist staff for the accelerated reader programme, paired reading and examination arrangements

5.10 Securing equipment and facilities

In addition to EHC plans, the school provides through its own budget:

- ICT for some students where appropriate
- Laptops for students who may benefit from word processing their work
- Reader pens for students who are entitled to access arrangements during the examinations
- Various tests to ensure students qualify for examination arrangements, if possible

- The accelerated reader programme
- Examination arrangements including scribes, readers, small rooms and extra time. The school provides 1:1 or small group invigilation where necessary to meet exam arrangements
- Adapted work stations where appropriate
- Coloured paper and modified resources

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Annual review of Education and Healthcare plans
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education and Health Care plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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

All pupils are encouraged to go on our residential trip(s) to Bewerley Park (Year 7), France and Germany (Year 8), Munich (Year 9) and the ski trip

All pupils are encouraged to take part in sports day/school plays/special workshops an enrichment days

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

Student with disabilities are supported to ensure they can access all residential and non-residential trips. This support may include working with external agencies, providing 1:1 support, carrying out pre-visits to ensure support is suitable and in place and making all necessary adjustments to allow students access to residential trips and visits. The school's accessibility plan can be found here.

5.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to take part in extra-curricular clubs

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

School has an excellent working relationships with a range of external bodies and providers across the city of York, the East riding and beyond. A holistic approach is taken to ensure the best possible care for our most vulnerable students, including those with SEND or an EHCP and we work effectively with a range of providers to ensure that bespoke provision allows our SEND students to make excellent progress.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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

5.16 Contact details of support services for parents of pupils with SEND

York SENDIASS offers impartial advice, information and support for parents and carers of children with Special Educational Needs and/or disabilities. They are able to help with any concerns that may still arise after any intervention or effort made by the school. In addition, an appeal can be made to the Special Educational Needs tribunal, which is an independent body that hears parents' appeals against LA decisions on statutory assessments and EHCP's.

Where can I find information about what the local authority has to offer?

York's' local offer website enables parents and young people to see what SEND services are available in their area and how to access them. The link below will allow you to access the website directly

5.17 Contact details for raising concerns

If you need advice or have concerns you should initially contact the SENDCO, Miss Holmes, who will try to resolve any difficulties. If you require further assistance you should request an appointment to discuss the problem with the Deputy Headteacher, Mr Furniss. If you feel the matter is still unresolved you should seek a meeting with the Headteacher, Mr Daly. Further to this, a complaint should be made to the Chair of Governors.

5.18 The local authority local offer

Our local authority's local offer is published here: www.yor-ok.org.uk.

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Holmes and Miss McDermott every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- SEND Offer
- Accessibility plan
- Behaviour
- Equality information and objectives