



Archers Brook

Targeting success

ARCHERS BROOK SEMH RESIDENTIAL SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY
2024-2025

Archers Brook SEMH Residential School

SEN Policy

Review Date	Changes Made	By Whom
October 2017	Reviewed, no changes	Adam Westwater
October 2018	Reviewed, no changes	Adam Westwater
September 2020	Change of SEN Governor, Addition of PfA, updated staff, changes in school management and information collecting, removal of 'statements' and replaced solely with EHCP, CV19 Caveat	Adam Westwater
September 2022	Reviewed – change of SENCO and minor editing changes	Ashley McCormick
October 2024	Reviewed – updates and amendments around support documentation for pupils and CPD.	Ashley McCormick

To be reviewed every two years or before if required

At Archers Brook SEMH Residential School, every child matters. We are committed to offering an inclusive curriculum to ensure that all students make progress whatever their needs or abilities.

Pupils are referred to the School from CWAC primarily because of their Social, Emotional, Mental Health needs and/or social/communication needs linked to Autistic Spectrum Conditions. The children will already be the subject of Statements of Special Educational Needs or Education, Health, Care Plan (EHCP) and will have been deemed to have educational needs that cannot be met within the mainstream setting. An increasing number of our pupils have additional communication and interaction, cognitive and learning and/or sensory and physical needs. All of our processes are in line with the SEN Code of Practice (2014) that is underpinned by the Children and Families Act (2014).

With high aspirations, and the right support, the vast majority of children and young people at Archers Brook can go on to achieve successful long-term outcomes in adult life. (Code of Conduct, 2014 1.39)

The specific objectives of our SEN policy are as follows:

- By recognising that all students are individual learners we will raise academic achievement through delivery of a relevant and personalised curriculum and participation in nationally recognised accreditation, ensuring all learners make the best possible progress and thereby increasing life chances and preparing them for adulthood;
- To provide a safe environment to enhance the development of personal, social and communicative skills;
- To encourage acceptable behaviour in and around school as well as the local community;
- To be aware of and accepting the consequences of behaviour;
- To actively adopt inclusive practices for all our pupils and ensure they take a full part in all school activities;
- To develop real and meaningful opportunities in the wider community for personal interest and fulfilment;
- To actively involve parents/carers in all aspects of their child's education. This will include effective communication and allowing them to play a key role in supporting all aspects of their child's learning;
- To ensure that learners express their views and are fully involved in decisions which affect their education and future;
- To promote effective partnership and involve outside agencies when appropriate.

The success of the School's SEN Policy will be judged against the aims set out above.

The named SEN coordinator for the School is Ashley McCormick and was involved in developing this Policy. The Governor for SEN is Ms Gilliam Murphy, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body is in agreement with the Local Authorities' admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice, 2014 which accompany the Children and Families Act 2014. The School's Accessibility Policy is appended to this Policy (Appendix A). Other Policies linked to the SEN Policy are The Anti-Bullying Policy.

This Policy has whole school staff commitment and the objectives will be addressed through the School Development Plan which is reviewed regularly by the Leadership Team and whole School Staff.

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he, she or they:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- for children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Special Education Provision means:

At Archers Brook SEMH Residential School educational provision in a special school. Children who attend Archers Brook SEMH Residential School will all have had their primary needs assessed as having impairment in Social, Emotional and Mental Health development. We recognise that there is a wide spectrum of special education needs that are frequently inter-related. The impact of these combinations on the child's ability to function, learn and succeed is taken into account.

The areas of need identified in the SEN Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

At KS4, the areas of need change in line with PfA (Preparation for Adulthood). They are as follows:

- Preparing for Employment
- Preparing for Community Participation
- Preparing for Independence
- Good Health

Whilst these areas of need and many other factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Archers Brook SEMH Residential School will have due regard for the new Special Needs Code of Practice when carrying out their duties towards all our pupils with special educational needs, and ensure that parents are regularly updated about the SEN provision being made for their child.

Staffing

The SEN team of the school is:

SEN Coordinator (SENCO) – Ashley McCormick

SEN/ Additional Therapies staff:

- Huw Evans – Nurture
- Melanie Bool – Family Link
- Rory Formstone-Roberts – Counselling
- Stephanie Deane – Holistic Therapy
- Liam Kavanagh, Jim Hilditch, Justin Evans – Mental Health First Aid
- Natalie Wright – LINK (Internal ASC Provision)
- Tracy Birch – KS2 Provision

SEN Governor – Gillian Murphy

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice. All pupils admitted to us are referred by the Local Authority and have an EHCP for Social, Emotional, and Mental Health Difficulties (SEMH) or for communication/interaction needs linked to Autistic Spectrum Conditions.

Inclusion

This Policy builds on our School Inclusion Policy, which recognises the entitlement of all our pupils to a balanced, broadly based curriculum. Our SEN Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all our pupils by monitoring using the DIY guide and receiving reports from the SENCO.

Evaluating the success of our SEN Policy

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'The specific objectives of our SEN Policy' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers;
- Parents;
- Pupils;
- External Agencies;
- Governors.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting ClassDojo targets.
- The pupil Support Squares;
- Their EHCP targets;
- Use of standardised tests and Boxall Profiles;
- Evidence generated from STEP and annual reviews;
- Data analysis of academic progress throughout the school year.

Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Identifying and Reviewing Pupils' Needs

As soon as possible into the school placement, a pupil's progress (in relation to literacy, numeracy and social, emotional and mental health development) is reviewed and short-term targets are established with both the pupil and key staff. The school uses the Boxall Profile to observe behaviours and identify specific, tailored and meaningful targets. ClassDojo targets are written using a 'child friendly' format with success criteria and evaluations which

are monitored by staff. The targets set in this are to encourage and support pupils in making progress towards in their lessons. Targets are reviewed when required. Pupils and staff work co-operatively in setting and reviewing targets which can for social, emotional or mental health development.

The detail of outcomes set out on each child's EHCP will be documented and analysed by the Support Square document. This is a working document to support each student's development towards achieving success by way of how to support their SEN in a bespoke manner. The SENCo will use this document inform intervention and support for all.

Progress towards the EHCP outcomes including reading and spelling, current levels, social and communication skills any other progress or concerns will inform future plans and support at transition phases. These will be discussed with pupils, parents and carers, the LA and other agencies involved with the pupil at the annual review. It is school practice that form teachers attend the annual review (when suitable), along with care associates where appropriate. This is then reported to the LA.

If there are any major concerns or outcomes have been achieved and staff feel that an EHCP needs amending or additional support is needed, then an interim review can also be called. We will seek advice and support from outside professionals should this be the case.

Provision and Resources

In terms of human resources, each class has the support of at least one teaching assistant (TA) in all lessons, in addition of the class teacher. There are circumstances and opportunities when the TA may be deployed to work with one pupil. Some pupils' educational needs are such they may need and have the support of a TA on a one-to-one basis. Pupils have access to other support and resources, such as externally provided advice and support plans, withdrawal sessions (with SEN team) this can be for emotional support and development, social skills, literacy and /or numeracy support. ICT resources and equipment and technological learning aids are also used if this support is identified. This is proportionate to the extent and nature of their needs and the statutory/non-statutory guidance in their EHCP's.

The school also resources a Nurture base. This group is based upon the original ethos of Marjorie Boxall and with specialist staffing it has been developed to accommodate pupils on a revolving door basis for any pupils who may benefit from the type of support available there.

The school offers '**alternative curriculum provision**' for our most difficult and more vulnerable pupils in Key Stage 4. These may be pupils who are school refusers or pupils who 'act out' in a way which suggests that the normal school environment is of little meaning to them. They still deserve and need the best type of educational package that we are able to provide.

Children and Young Peoples Service staff, Careers lead and the school's SEN team set up and coordinate a range of educational and work-based learning activities using available providers. This may consist of outdoor pursuits, motorbike mechanics, construction work,

work experience, college placement, etc. School also provide education through one-to-one working towards accreditation in Mathematics, English and Science.

Education, Health and Care Plans (EHCPs) and Annual Reviews

All pupils who attend Archers Brook SEMH Residential School must have an EHCP of SEN for Social, Emotional, Mental Health difficulties or Social/ Communication difficulties linked to Autistic Spectrum Conditions. Occasionally the LA will request we admit a pupil whilst the Statutory Assessment takes place. Statements (EHCP's) must be reviewed annually. The SENCO will organise the reviews and invite:

- The child's parent(s), guardians and/or carers;
- The child if appropriate;
- The relevant teacher;
- A representative of the LA;
- Any other person the Headteacher or SENCO considers appropriate;
- Young People's Services for year 10 and 11 reviews if the pupil is considered to be at risk of NEET;
- External Agencies when applicable.

The aim of the review will be to:

- Assess the pupil's progress in relation to the EHCP outcomes;
- Review the provision made for the pupil in the context of the National curriculum and levels of attainment;
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- Set short term outcomes for the following year or longer term outcomes over a Key Stage.

The SENCO will aim to attend Year 6 reviews of any pupils known to be coming to Archers Brook SEMH Residential School in year 7.

With due regard for the time limits set out in the Code of Practice 2014, the SENCO will write a post report of the annual review meeting and send it, with a pre-review report, young person profile, 'our story' (from parents) and 'all about me' (pupil views). The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP of SEN.

The Role of the SENCO

The SENCO plays a crucial role in the School's SEN Provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy;
- Coordinating additional provision for our pupils;

- Liaising and giving advice to fellow teachers and TA's;
- Line managing the SEN team;
- Overseeing pupil's records;
- Liaising with parents;
- Making a contribution to Staff CPD;
- Liaising with external agencies and LA.

For effective coordination staff must be aware of:

- The roles of the participants;
- The procedures to be followed;
- The responsibility all teachers have in making provision for SEN pupils;
- The commitment required by staff to keep the SENCO well informed about pupil progress;
- Mechanisms that exist to allow teachers access to information about SEN pupils.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that the provision is of a high standard;
- Ensuring our pupils are fully involved in school activities;
- Having regard to the Code of Practice when carrying out these responsibilities;
- Being fully involved in developing and subsequently reviewing SEN Policy;
- Reporting to parents on the schools SEN Policy.

The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of the school;
- Keeping the Governing Body well informed;
- Working closely with the SENCO/SEN team;
- Informing parents of any change in SEN provision for their child;
- Ensuring the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- To maintain a high level of quality teaching first and multisensory methods to deliver lessons;
- To recognise that all students are individual learners;
- Being aware of school's procedures for the identification, assessment and provision for our pupils;
- Collaborating with the SENCO to decide the action required to assist the pupil to progress;
- Working with the SENCO to collect all available information on the pupil;
- In collaboration with the SENCO, develop the STEP document;
- Developing constructive relationships with parents;
- Being involved in the development of the School's SEN Policy.

Staff SEN Training

Most staff members are experienced and trained in working with pupils who have the kinds of needs mentioned. Some members of staff arrive at the school without any such significant training and experience. The Governors recognise the need for all staff to train together and share experiences, perceptions and concerns in order to help promote and integrated and inclusive team of whole school staff. This mutual support and teamwork is a major strength of the school. In addition, staff attend subject specific as well as whole school related training, as identified by them in performance management meetings to develop individual expertise. In house training is delivered through staff meetings, twilights and inset days. This is in the form of specialists within the school delivering up to date information, training and requirements relating to the school. The school takes advantage of the LA's own advisory staff and their programme of continuing professional development. We also produce our own CPD videos that are regularly shared and watched by staff.

External Support Services

The School and its Pupils benefit from support from specialists outside of school who work for the Local Authority and other statutory and non-statutory agencies. Staff from the

Authority's Inclusion and School Improvement Service (ISIS) such as the pupil access team, the educational psychology service and the educational welfare service, all play a regular and fundamental part in planning and support around the individual and groups of pupils. Social Care staff, Young People's services staff, health workers and other professionals are also used to the betterment of pupils' provision.

Partnership with Parents

Archers Brook SEMH Residential School firmly believes in developing a strong partnership with parents and carers and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the relationship.

The school will provide information about the Information and Advice Support Network to all parents. Parents of our pupils may contact the network for independent support and advice.

Complaint Procedures


The School has an 'open door' policy in relation to pupils' parents and carers. Because of this, areas of concern are dealt with usually before they become major issues. The School Staff are aware of specific needs of the children in their care and of the concerns of their parents/carers. Contact between staff and pupils' families is often daily in order to report positive behaviour and achievements and also sometimes because of incidents of significant concern. Should pupils' families have any complaints about any aspect of school provision, they are usually referred to the appropriate member of the school's Leadership Team. A record of the complaint is made, noting whether or not the complainant was satisfied with the outcome and handling of the matter. Where appropriate in consultation with the County's Personnel department, disciplinary procedures may be instigated or complaints reported to the Child Protection team of Social Care.

SEN Policy Review

The School considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

Signed:
Mrs Myers-Whittaker
Headteacher

Date:

Signed: 
Chair of Governors

Date: