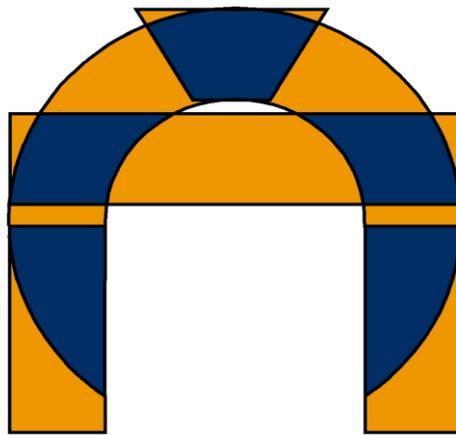


SEND Information Report



Archway

Approved by:	Lee Johnson
Last reviewed on:	22/01/2021
Next review by:	22/01/2022

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Introduction

Archway is a comprehensive school where students of all abilities learn to live and work together as they will in their adult lives. We provide high-quality education and support for every student to be their best in a positive, respectful and supportive school community. Our students will be engaged, resilient and confident. They will leave Archway as well-rounded young people who are equipped to achieve their ambitions and make positive contributions to society.

This report provides our most recent information regarding the support and provision we offer for young people with special educational needs and disabilities (SEND) and their families.

Our school population includes young people who have special educational needs and disabilities (SEND) in each of the four main categories: communication and interaction, cognition and learning, social emotional and mental health and sensory/physical needs. We currently have eighteen students on roll with an Education Health and Care Plan (EHC plan) across years 7 to 11.

All young people at Archway have the opportunity to follow all National Curriculum subjects in line with their peers as well as undertaking an appropriate GCSE curriculum pathway that is discussed and selected during Year 9. Our school is committed to ensuring that students with SEND make progress in line with their peers.

Our Special Educational Needs and Disabilities Co-Ordinator SENDCo is Lee Johnson. The Archway Learning Support department can be accessed by request via the main school switchboard on 01453 763242; or emailing leejohnson@archwayschool.net

Our Governors with responsibility for SEND are Stewart King and Natasha Rolls.

Identifying Young People with SEND

We have a variety of ways of identifying whether a young person has SEND:

- **Through our primary transition programme**
 - Young people who have had special educational needs and disabilities identified at primary school are highlighted to the school once a place has been offered.
 - The SENDCo and Head of Key Stage 3 will work with our primary colleagues to ensure that information is exchanged with regards to support packages offered at primary school and how the young person's needs were best met.
 - Students with an EHC plan can identify their preference for Archway from their Year 5 annual review meeting. Archway will be consulted as part of the Gloucestershire Local Authority EHC plan process.

- **By working effectively with parents and carers**
 - Parents/ carers are encouraged to raise their concerns about their child with regards to their educational progress or their social and emotional needs.
 - Parents can contact the SENDCo, their child's Form Tutor or a member of the Pastoral Team with any concerns.
 - There are calendared Parent Evenings throughout the school year.

- **Through assessment data**
 - Assessment data is scrutinized to identify those who have significant learning gaps in comparison to their peers. These young people are then monitored by the Learning Support Department.
 - Screening for spelling and reading takes place in Year 7. Assessment results are collated and analysed and students requiring SEND support are identified. If required, parents are then contacted and permission is sought to test a student further in order to identify any additional teaching and learning need(s).
 - Reading ages are tested each year to identify any student who needs extra support.

- **Through effective links across the school**
 - Meetings occur following formal assessments of students where all Heads of Department discuss academic progress data
 - Further to the data explored, Heads of Department are able to use these opportunities to raise their concerns about a young person who is failing to make expected progress
 - Pastoral briefings occur weekly and provide a forum for staff to raise concerns about a young person

Learning Support Department

Name	Job Role	Responsibilities
Lee Johnson	SENDCo	Head of Learning Support
Sally Mills	Assistant to SENDCo	TA Team Leader
Mandy Bassoopun	Teaching Assistant	EHCP student support
Stephanie Boyd	Teaching Assistant	EHCP student support
Susan Hammond	Teaching Assistant	student support – Science
Katherine Kus	Teaching Assistant	EHCP student support
Karen Peers	Teaching Assistant	student support - English
Teresa Purnell	Teaching Assistant	EHCP student support
Calum Roberts	Teaching Assistant	EHCP student support
Kristin Clark	Teaching Assistant	EHCP student support
Joseph Tate	Teaching Assistant	EHCP student support
Edward Tierney	Teaching Assistant	EHCP student support
Gavin Townsend	Teaching Assistant	student support – Maths
Lorraine Trowers	Teaching Assistant	EHCP student support
Jayne Underwood	Teaching Assistant	EHCP student support
Sally Wingate	Teaching Assistant	EHCP student support
Susi Ridley-Marshall	EAL Tutor	EAL support in class/ small group support

The majority of the Learning Support department have worked at or with Archway for several years. Staff undertake a wide range of training both within the school as part of Archway's continuing professional development, and through external training opportunities such as dyslexia awareness, dyscalculia screening, Lego© therapy and social skills development. The SENDCo, Lee Johnson, qualified under the National Award for SEN Co-ordination in 2018.

Our team of Teaching Assistants take ownership of the intervention groups that they run, support work that they conduct and take an evidenced based approach to assessing how effective provision is. This monitoring is dependent upon the provision being offered, progress measured and used to inform further interventions. This may be clearly measureable data such as reading or spelling scores, attendance data and/or isolation or exclusion data, or it may be anecdotal where the young person is being mentored for social and emotional difficulties.

Working with Students

We promote a child-centered approach to support at Archway and will always consult with our students and their parents/carers with regards to any support or intervention. Our way of working is therefore bespoke to the individual student. Many of our students access the Learning Support department throughout their school day. During break and lunch times the Learning Support department provide an alternative space for those that find the school playground or field a difficult environment. All of our students views are taken into account when reviewing their SEND provision ensure that we are giving them a voice. We do not enforce interventions for students who do not wish to have them and will always try our best to work creatively to find solutions that will satisfy all parties. Likewise, where students ask us for help and support, we will always try to find a way to provide it.

A key role of the Learning Support department is ensuring that our young people with SEND are able to fully access the curriculum and social demands of a Mainstream secondary school. At times, this means that our TAs will mediate the environment for our students and will support the facilitation of skills such as working with others, turn taking and being able to ask questions in class.

Heads of Department and trip leaders liaise with the Learning Support department for off site visits. Joint decisions are made about additional staffing and adjustments for any young person with SEND.

The school liaises with Early Help and have regular meetings with our Early Help Coordinator, who supports our work with students and families who may require a multi-agency approach to their support. They are part of the Early Help Team and their offer is further detailed in our Early Help Offer section on the school website. As a school, we believe fully in inclusion and we will always be prepared to discuss reasonable adjustments for our young people with SEND.

Working with Parents/Carers

At Archway we operate an open door policy and encourage all parents/carers to talk to us about their child's SEND. Members of the Learning Support Department are available at all Parents'/Carers' Evenings. We invite all parents/carers to contribute to the MyPlan that we write for their child and where a MyPlan, MyPlan+ or EHC Plan is in place. Parents/carers are invited to review meetings across the academic year in line with the Gloucestershire Local Authority graduated response. We urge parents/carers to contact us at their earliest convenience if they have any queries or concerns.

Monitoring

We have a variety of ways in which we monitor the progress of our students with SEND. There are regular data entry points across the academic years which are coordinated by the Deputy Head, Mr Salmon. At these entry points, the SENDCo will evaluate progress for those young people on the SEND register. For those young people with a My Plan, My Plan+ or EHC Plan, we will use this process to effectively monitor an individual students' progress against the outcomes that were set at their last review meeting. For students with a My Plan or My Plan + these will often be short to medium term outcomes whereas for those with an EHC Plan, they may be longer term, end of key stage outcomes for us to track and monitor at their review meetings and Annual Reviews.

Transition

Primary Transition

Archway works effectively with our feeder primary schools to ensure a supportive and smooth transition for young people who are moving to secondary school with previously recognised SEND. Primary SENCOs in the locality are very proactive at informing us of the needs of students that select Archway as their secondary school of preference and will meet with the SENDCo and Head of Key Stage 3 at Archway prior to the summer transition period. Primary SENCOs will share their knowledge about each child with SEND as well as advising us of their previous support and interventions so that we have an overview of what works well. My Plans and My Plan+'s will be passed to Archway at these transition meetings and there are examples of best practice in the local area where primary SENCOs will invite us to attend final reviews at their school to handover. When a young person has an EHC Plan in place, Archway may have been discussed and named as a preference as early as their Year 5 Annual Review. The SENDCo at Archway will therefore be invited to attend the Y6 Annual Review and will attend to discuss our transition plan for that young person. We are very flexible when it comes to ensuring an effective transition for our students and will work with parents/carers and primary schools to ensure that we are doing all we can to lessen a young person's anxieties.

Where appropriate, some students with SEND may be offered additional transition afternoons at Archway in the summer term of Year 6. This is to familiarise them with the Archway Learning Support Department, other key staff in school and to take part in some typical lessons and activities.

In-Year Transition

Young people joining Archway mid-year will be met by a member of the Pastoral Team and/ or SEND/EAL specialists as necessary and any relevant information will be forwarded to relevant teachers and members of the wider school. Should a young person leave Archway mid-year for any reason, we will ensure that any information pertaining to their SEND is forwarded to their new setting.

Post-16 Transition

Archway works closely with local Post-16 settings such as SGS Stroud College, Gloucestershire College and Cirencester College to ensure effective transition for students with recognised SEND. These colleges hold link days across Year 10 and Year 11 and we will refer young people with SEND who we feel would benefit from early transition days to college. Post 16 settings (where an interest has been expressed) are invited to Annual Reviews for students with an EHC Plan from Y10 onwards. We will ensure that relevant documentation is provided either to the students directly to take to their new setting, or we will liaise with the Post 16 provider with regards to paperwork that they require. As part of the My Plan, My Plan+ and EHC Plan process, we work with the school's Careers lead, Lesly Ryall, to explore any support a young person may need to prepare for adulthood and will work creatively to explore how to best support them.

Teaching and Learning

We are a fully inclusive mainstream school and all of our students are expected to attend their mainstream classes. At Archway we teach groups of mixed ability for most subjects (some core subjects are set by ability). Additional teaching support is deployed to areas of need according to individual students. Our teachers will differentiate appropriately and are all aware of the SEND needs of their class. Reading and spelling scores are also shared so that their lessons may be planned and delivered accordingly. Class teachers will make adaptations to their lessons and the learning environment in response to the needs of individual students that they teach in each class. Teaching Assistants will also support teaching staff to mediate the learning environment where this is a requirement of a young person's plan.

Working with Others

Archway works with a wide range of external agencies whose expertise is sought in order to better inform our practice and to provide support to us when meeting the needs of a young person.

Examples include, but are not limited to:

- CYPS (Children and Young People's Service)
- GP
- Educational Psychologist
- Advisory Teacher Service
- Hearing Impairment Service
- Visual Impairment Service
- Speech and Language Therapy
- Behaviour Support Service
- Gloucestershire Local Authority SEND Team
- TIC (Teens in Crisis)
- Social Care
- School Health Nurse
- School counsellor
- Early Help Coordinator

Local Offer

The Gloucestershire Local Offer can be located via:

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/family.page?familychannel=2>

Our Local Offer information can be found via:

https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/service.page?id=8gEzH2FYN-s&familychannel=2_1_2

Concerns

Should you have concerns, we would encourage you in the first instance to contact our SENDCo, Lee Johnson, whose contact details are at the beginning of this document. Should you require any further assistance please refer to our Complaints Policy available on our website <https://www.archwayschool.net/attachments/download.asp?file=617&type=pdf>

Further Advice

The Glosfamilies Directory website is a hub of information and guidance for families and young people with extensive links to wider services that can provide support.

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>