

Policy adopted: November 2017
Policy reviewed: October 2018
Policy review date: October 2019
Designated SLT Link: Julian Young
Archway School has a duty to monitor the operation and effectiveness of policies. Designated authority: Governors' Welfare & Discipline Committee



Special Educational Needs & Disabilities (SEND) Policy

Underlying Principles

Archway School works under instruction from the Special Educational Needs Code of Practice (2015) and retains the following descriptions set out within it at the core of its SEND provision.

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

Archway School recognises that this specialist provision may be the result of a student's significantly greater difficulty in learning than the majority of his/ her peers *or* a disability which prevents or hinders him/ her from making use of facilities of a kind generally provided for others of the same age. Archway School recognises that students may require Special Educational provision to be made for them arising from difficulties in the four broad areas of need described in the SEND Code of Practice:

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

Aims

At Archway School we aim to ensure that we accurately identify all students with SEND in timely fashion, and manage their provision to ensure they have a full entitlement and access to a high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their life chances. Where appropriate, and as far as possible given the necessity to meet individual needs, students with SEND are educated alongside their peers within the curriculum or adaptations of it to ensure maximum integration into an inclusive ethos.

Identification and assessment of students with SEND and the provisions made for them follows the SEND Code of Practice (2015) allowing a graduated approach to SEND support to exist. High quality teaching, differentiated for individual pupils is the first step to identifying those pupils who have, or may have, SEND. Further to this, over and additional support may be implemented as necessary: in-class support; specialist withdrawal sessions; individual and/ or group intervention; exam access dispensation arrangements.

The Head of Learning Support (SENCO) is responsible for managing the school's directed resources to meet the needs its SEND students.

Responsibilities

Headteacher
Assistant Headteacher
Head of Learning Support
Learning Support Management Team
All teaching and learning support staff
Identified students and their parents/carers
Governors

Further references

The Children and Families Act 2014 (Part 3)
Provision Map
BfL Policy
Safeguarding Policy
Equalities Policy