



SEND INFORMATION REPORT

Issue No. 8

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1	About this report
SEND Code of Practice: 6.81	
Arco Academy has regard to the principles of the SEND Code of Practice 0 to 25 years and relevant legislation and guidance when supporting students with SEND. This report explains how Arco Academy identifies and responds to students' individual needs, including students with an Education, Health and Care Plan (EHCP). It also explains how we work with students, parents/carers, local authorities and relevant professionals. In the report, we explain how we meet our duties towards students with special educational needs and disabilities. This report will be published on our school website and reviewed annually. If you want to give us your views about the report, please contact the special educational needs coordinator (SENDCo). Information about SEND services that are available locally can be found through the Local Offer published by each student's home local authority. Signed:  Dr Jeffery Quaye OBE	

2	Who do I contact?
SEND Code of Practice: 6.79 - Bullet Point 5	
2.1	If you are thinking of applying for a place at Arco Academy. Contact the main office on: • Info@arco.academy • 0203 1891193
2.2	For all students that attend Arco Academy, in the first instance if you have any concerns, we encourage you to contact the School Home Support Officer: Keelah Bangura Contact can be made via: • email directly to the School Home Support Officer via these contact details ○ Email: shs@arco.academy ○ Phone: 07766 048820 • contacting the main office on the number above or via email: info@arco.academy This initial contact may result in a referral to the Inclusion Team, via: • an evidence of need form

- a request for an observation.

- 2.3
- The SENDCo is responsible for managing and coordinating the support for students with special educational needs, including those who have Education Health and Care plans (EHCPs).
 - The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

Contact Details

- Chelsey Leighton
Email: senco@arco.academy
Phone: 07392 180547

3	Which children does the school provide for?
SEND Code of Practice: 6.79 - Bullet Point 1	
3.1	Arco Academy is an independent co-educational school for students aged 11-16. We support students with a range of individual needs. Many students attending the Academy are placed and funded by their home local authority and have an Education, Health and Care Plan (EHCP). We also support students who do not have an EHCP. Each student's needs and suitability for placement are considered individually. Where a student has an EHCP, Arco Academy considers the needs, outcomes and provision identified within the plan alongside other available professional information to determine whether the Academy can appropriately meet the students' needs.
3.2	At Arco Academy, we are committed to inclusive practice and to removing barriers to learning wherever reasonably possible. We support students with a range of individual needs, including students with SEND. Each student's needs are considered individually to determine the provisions, adaptations and support required. Staff receive training appropriate to the needs of students within the school.
3.3	<u>Students with an Educational Health and Care Plan (EHCP)</u> If you would like your child/children to attend Arco Academy and they have an Education Health and Care Plan (EHCP), please contact your Education Health and Care Coordinator in your Local Authority who will consult with us about provisions.
	<u>Students without an Educational Health and Care Plan (EHCP)</u> If you would like your child/children to attend Arco Academy who has an identified special educational need without an EHCP you will need to apply through the school's admission referral process and your application will be considered in the same way as applications from children with an Education Health and Care Plan.

3.4	For further admission information please follow the links below: • Arco Academy website: Arco Academy Admission • Arco Academy School Admissions Email: admissions@arco.academy • Arco Academy School Admissions Phone Number: 07767 471154
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4	How does the school meet the needs of children with SEN and Disabilities?
SEND Code of Practice: 6.79 - Bullet Point 5	
4.1	• At Arco Academy, we are committed to meeting the needs of the children identified with SEND as part of a whole school approach with our duties described under the Children and Families Act 2014, and the Equalities Act 2010. • We provide an appropriate and high-quality education for every child delivered through quality first teaching. • Sometimes additional support is required to support a student's progress and achievement, making reasonable adjustments where necessary.
4.2	At Arco Academy, the Assess, Plan, Do, Review (APDR) approach supports our ongoing understanding of students' individual needs and the effectiveness of the provision in place. For students with an Education, Health and Care Plan (EHCP), this process works alongside the statutory EHCP and Annual Review process and helps us monitor progress towards identified outcomes. For students without an EHCP who have identified or emerging SEND, the graduated approach enables us to assess needs, plan appropriate support, review its impact and determine whether further assessment or specialist involvement may be required. The process is collaborative and draws upon the expertise of teaching staff, the SENDCo and Inclusion Team, parents/carers, the student, the placing local authority and relevant education, health and social care professionals.  <pre> graph TD Assess --> Plan Plan --> Do Do --> Review Review --> Assess </pre> This will ensure that there are clear outcomes and accountability when supporting your child. Assess: Understanding the student and their needs

Before and following admission to Arco Academy, we develop a comprehensive understanding of the student's strengths, needs, barriers to learning and existing provision.

The student's Education Health and Care Plan or SEND plans provides the starting point for this process. This is supplemented by Arco Academy's own assessment and information gathering, which may include:

- the student's EHCP/SEND Plan and supporting professional reports;
- information provided through the admissions process;
- information from the student's previous educational setting;
- current and prior attainment and progress information;
- baseline, diagnostic and curriculum assessments;
- teachers' and support staff observations;
- communication, interaction, social, emotional and sensory needs;
- attendance and engagement information where relevant;
- the student's views, interests, aspirations and preferred ways of learning;
- parent/carer views and knowledge of their child;
- health and social care information relevant to the student's education; and
- advice and assessment from external professionals involved with the student.

Assessment is not a one-off event. Information is reviewed throughout the student's placement so that staff develop an increasingly detailed understanding of the student and can respond to changes in presentation, circumstances, development, or need.

Where evidence indicates that a student's needs have changed, Arco Academy will work with parents/carers, the student, relevant professionals and the home local authority to consider the appropriate next steps

Plan: Translating the information into effective provision

Information gathered through assessment is used to ensure that the provision specified within the student's SEND information is translated into meaningful, consistent day-to-day practice at Arco Academy.

Planning will take account of the students':

- identified SEND and individual profile;
- EHCP outcomes;
- special educational provision specified within their EHCP;
- curriculum and learning needs;
- communication and interaction needs;
- social, emotional and mental health needs where applicable;
- sensory and/or physical needs where applicable;
- reasonable adjustments;
- preparation for adulthood, independence and future aspirations, where age appropriate; and
- any relevant recommendations made by education, health or social care professionals.

Where appropriate, these arrangements will be reflected within Arco Academy's student support documentation, risk assessments, individual strategies and provision records.

Students and their parents/carers will be involved in planning and reviewing provision. Their views, priorities and aspirations will inform the outcomes and support provided wherever appropriate.

Do: Delivering the Provision

Arco Academy is responsible for ensuring that the special educational provision identified within each student's EHCP is understood and implemented appropriately within the school.

Teachers remain responsible for the progress and development of the students they teach, including where students receive additional support from teaching assistants, members of the Inclusion Team or specialist professionals. This aligns with the SEND Code of Practice.

In practice, this means that Arco Academy staff will:

- implement the provision, strategies and reasonable adjustments identified for each student;
- provide appropriately adapted and ambitious teaching;
- use information from the student's EHCP and individual plans to inform classroom practice;
- deliver targeted or specialist interventions where required;
- ensure relevant staff understand the students' needs and agreed approaches;
- support students to generalise skills across lessons and different contexts;
- monitor the student's engagement, progress and response to provision;
- liaise with parents/carers and relevant professionals; and
- maintain appropriate records of the provision delivered and its impact.

The SENDCo will work with teaching staff to oversee SEND provision, monitor implementation and provide advice, support and professional development where required.

Review: Evaluating progress, provision and EHCP outcomes

Review is central to determining whether the provision in place is having the intended impact.

Arco Academy will regularly review students' progress against their individual targets and EHCP outcomes.

This monitoring takes place throughout the academic year and informs the statutory review of the EHCP.

Reviews will consider:

- progress towards EHCP and SEND outcomes;
- academic progress and attainment;
- personal, social and wider developmental progress;
- attendance and engagement where relevant;
- effectiveness of interventions, strategies and reasonable adjustments;
- the students' response to the provision provided;
- student voice and aspirations;
- parents'/carers' views;
- staff observations and assessment information;
- advice from external professionals; and
- whether the provision specified within the EHCP continues to appropriately reflect the students' needs.

The outcomes of review will inform the next Assess, Plan, Do, Review cycle, allowing provision and approaches within school to be refined where necessary.

4.3	<u>Review and Next Steps</u> • If the student's interventions are not having the desired impact, advice will be sought from external agencies to support with identifying further strategies. If this is required permission will be obtained from the parent/carer of the student. • Where evidence indicates that a student's needs or required provision have changed significantly, Arco Academy will raise this with the student's home local authority and relevant professionals. Where appropriate, the Academy may recommend amendments to the EHCP or request that the local authority consider whether an earlier review or reassessment is necessary. • Where a student attends Arco Academy without an EHCP and it becomes evident that their special educational needs are significant and/or complex, the Academy will work with the student, parents/carers and relevant professionals to support an application to the home local authority for an Education, Health and Care (EHC) needs assessment. Arco Academy will provide appropriate evidence of the students' needs, progress and provision to inform the local authority's decision-making process. • Further information on external services can be accessed via the Southwark Local Offer: <u>Southwark Local Offer</u>
4.4	<u>SEND Register</u> • The SEND register is updated each term and distributed to members of staff and the SEND profile of the school is provided to the local governing body when requested.
4.5	<u>Children who are looked after</u> • Where a student is looked after by the local authority, they will have a bespoke Personal Education Plan (PEP) We will coordinate these plans with the students EHCP/SEND support plan and will involve all key stakeholders in discussions.

5	How does the school identify children's special education needs?
SEND Code of Practice: 6.79 - Bullet Point 5	
5.1	<u>Overview</u> We aim to understand and identify children's special educational needs as early as possible, so that the child achieves the best possible outcomes. Many students joining Arco Academy already have identified needs through an EHCP and/or existing professional assessments. For these students, we build upon the available information and continue to assess and review their needs throughout the placement. For students without an EHCP, or where new or previously unidentified needs emerge, concerns may be identified through observations, progress information, student and parent/carer views, information from previous settings and advice from relevant professionals.

5.2

All Students

The SEN Code of Practice, [2015: 6.17](#), identifies less than expected 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.

For any student that joins Arco Academy, information is gathered prior to their arrival from the previous setting. During the students' time at Arco Academy, we identify students that need additional support through their SEND/EHC plans alongside continued information gathering. We would start the investigation process for identification if:

- concerns are raised by parents/carers, or specialist agencies working with the child.
- additional concerns raised by teaching staff through completion of evidence of need form – which is shared with parents/carers.
- observations of students in the classroom that indicate that they have an additional need upon requests via an observation request form.
- Whole school progress and attainment tracking across their subjects identifies less than expected progress
- To assess progress and understanding the school uses several 'in house' diagnostics assessment tools, e.g. Speech and Language Therapist Diagnostics Assessments, CATS, reading assessments, Emotional Wellbeing assessments.

We use a range of identification tools to identify their needs, provisions, and strategies within the four broad areas of need. Students may have one or more broad areas of needs:

- **communication and interaction** – including speech and language difficulties and autism
- **cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- **social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactivity disorder, an attachment disorder or anxiety
- **sensory and/or physical needs** - including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

We use the same process to support and identify students with behavioural difficulties who may have SEN (6.21) and a child with English as an additional language (6.24).

5.3

Year 6 and Year 7 – identification of need

During the Year 6 transition process to Arco Academy, the Transition Leads visit identified primary schools and the information gathering process will start in Term 4 and continue into Term 5 prior to the academic year of entry. The SENDCo will meet with the primary school SENDCo to gather additional information in Term 5. Information gathered from their previous schools can include KS2 SATS, personal profiles, specialist reports and attendance. To ensure we have a well-rounded picture all Year 7 students will undertake further:

- CATS Assessment
- Reading Assessment
- Speech and Language Diagnostic Assessment

Parents/carers are encouraged to provide additional information at the transition evenings, and at any time parents/carers can contact their young person's BASE mentor, or SENDCo with any concerns or to share information.

If a child has an Education, Health and Care Plan (EHC) the SENCo will work with the Local Education Authority and attend the final review at primary school.

Year 6 students identified through this process are offered additional transition days in Term 6, a day a week for four weeks to enable them to build relationships with the Arco Academy staff who will create student support plans for the start of Year 7.

6

How does the school teach and support students with SEND?

SEND Code of Practice: **6.79 Bullet Point 7**

6.1	Quality first teaching Supporting our students is a whole-school approach, with high quality first teaching being the foundation of our support in ensuring our students are making progress. The expectation is that all staff adapt and differentiate to meet the needs of all learners. Students identified with a SEND will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. All students have individual curriculum targets set in line with national outcomes to ensure ambition. Parents/carers are informed of these via the reporting system and at events such as parents'/carers' evenings. The attainment of students is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are discussing identifying where further support would impact positively and a review of the impact of the differentiated strategies in the classroom. There is an emphasis on learning through dialogue, with regular opportunities for children to talk both individually, in groups and pairs. The expectation is that students will accept responsibility for their own learning and work independently where possible. Student support plans and Additional Needs Plans (ANPs) are provided for all teaching staff, informing them of barriers to learning and strategies to implement.
6.3	<u>Monitoring</u> The quality of classroom teaching provided to students with SEND is monitored through: • classroom observation by the senior leadership team, the SENDCo, external verifiers • ongoing assessment of progress made by students with SEND • work sampling and scrutiny of planning to ensure effective matching of work to student need • teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of students with identified SEND • Layer 3 provision management for each year group identifies additional and different interventions with SMART targets to meet the needs of groups or individuals according to the four broad areas of need • Student and parent/carer feedback on the quality and effectiveness of interventions provided as part of the SEND graduated approach of assess, plan, do, review attendance to lessons and behaviour records. • These discussions and observations ensure we embed our high expectations amongst staff about quality first teaching and the application of an adapted approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

7	How will the curriculum and learning environment be matched to the child's needs?
SEND Code of Practice: 6.79 Bullet Point 8	
7.1	<u>Curriculum Support</u> All students will have access to a broad and balanced curriculum which is suitable for all children. We will set high expectations for all students. Students are placed in groups appropriate to their ability in maths and mixed

	ability in all other subjects. The students' subject teachers will ensure that work is differentiated to meet the needs of the students. Teachers plan using students' achievement and target levels, differentiating tasks and use adaptive teaching strategies to ensure progress for every student in the classroom through their identified pathways. When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the subject teacher to reduce barriers to learning and enable them to access the curriculum: • they demonstrate sensitivity to the needs of students with SEND when determining learning partners, seating arrangements and groupings • they will use a multi-sensory approach, using a range of practical resources, equipment and computing skills, and support all stages of learning • teachers will make meaningful cross-curricular links between subjects in the curriculum when appropriate. Real life, practical links are made wherever possible to ensure that children see the 'big picture' • the teaching staff will use reasonable adjustments to support the students in lessons in accordance with the student support plan, the Additional Needs Plan (ANP) and Education Health and Care Plans (EHCP) • if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help • strategic, adult deployment is coordinated by the Inclusion Team to ensure support staff are used effectively to support children's additional needs, including the use of teaching assistants • teachers remain responsible and accountable for the development and progress of the children in their class, including when children access support from teaching assistants or specialist staff.
7.2	<u>Learning Environment</u> Please see Arco Academy's current accessibility plan and equalities objectives which can be found on the school's website. According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. We offer: • a dyslexia friendly learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement • resources that are clearly marked and arranged so that they can be found easily • periods of quiet reflection for students in a safe space away from the main learning environment to help reduce levels of anxiety and frustration • a designated workstation for periods when a student is unable to cope at a shared table or with classroom activity and noise levels • specialist equipment or resources may be sourced by the Inclusion Team to enable identified children to access all aspects of the curriculum, e.g. a C-Pen Reader, Chromebook • access arrangements during examinations.

8	How are parents and carers involved in reviewing children's progress and planning?
SEND Code of Practice: 6.79 - Bullet Point 3 & 5	

8.1	A positive home/school partnership is crucial to promoting the success of our students. As well as being open and transparent, we provide regular, structured opportunities for communication about how your child is progressing. Reviewing Plans - Parents/carers are actively involved in the construction and review of support plans, and they are invited to attend annual review meetings to evaluate their child's progress in relation to an education, health and care plan (EHCP) targets. - EHCPs are reviewed every 12 months as one of the three review meetings. - Parents/carers are given the opportunity to meet with external agency professionals to discuss their child's additional needs during multi agency meetings, including: - children looked after (CLA) reviews - individual health care plan construction - risk reduction planning - children protection review conferences - core group meetings and family support meetings. - Parents/carers are encouraged to participate in our support cycle - Assess, Plan, Do and Review (APDR) three times a year. This may be adjusted if the provision for the child needs to be amended. - In addition to parents' evenings once a year discussing their role in supporting their children at home, parents/carers can also make an appointment to meet with a member of the Pastoral and Inclusion Team to discuss specific provisions and any SEND-related issues.
8.2	Parent/carers and student voice - The school uses a range of communication methods to share messages and achievements to foster a positive partnership between home and school e.g. emails, phone calls, parent bulletin and social media posts - Parent/carers questionnaires enable the school to receive constructive feedback. - Student voice will be completed with the students regularly. - Parental forums and student voice that is fed back to parents/carers of students with SEND. Parental/carers seminars led by specialist professionals to support an understanding of their child's needs.

9	How are children involved in reviewing their progress?								
SEND Code of Practice: 6.79 - Bullet Point 4 & 5									
9.1	• Wherever possible, the school will always encourage children with SEN to be involved in decisions regarding their learning experiences. • We will: ○ listen to the views, wishes and feelings of the children ○ provide them with appropriate information and support to help them make decisions ○ nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.								
9.2	• We will achieve this through the use of: <table><tr><td>Activity</td><td>Who is Involved?</td><td>How often?</td></tr><tr><td></td><td></td><td></td></tr></table>			Activity	Who is Involved?	How often?			
Activity	Who is Involved?	How often?							

	Self-Assessment	Student and Subject Teachers	Daily	
	Student Leadership	Students with Mr Burgess	2 x Per Term	
	Student Voice	Students	1 x Per Term	
	Additional Needs Plan – SEND K	Students Parents Inclusion Team	3 x Per Year	
	Annual Reviews – EHCP	Students Parents Inclusion Team	1 x Per Year	
	Emotional Check Ins	Students Pastoral Team	Daily	

10	How does the school prepare and support children to transition to a new education setting?
SEND Code of Practice: 6.79 Bullet Point 6	
10.1	<u>On entry</u> • A planned introduction programme is delivered in Term 6 to support transfer for students starting school in September. • Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. • The SENCo meets with all new parents/carers of students who are known to have an identified area of need to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. • If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
10.2	<u>Year 6 Transition</u> • The transition programme in place for students provides a number of opportunities for students and parents/carers to meet the Arco Academy Team in the new school. This will include four days in Term 6. Where a student requires additional support outside of the transition programme a personalised transition will be put in place for a student. • The annual review in Year 5 and Year 6 for students with an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choice. Parents/carers will be encouraged to consider options for the next phase of education, and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. • Accompanied visits to other providers may be arranged as appropriate. • For students transferring to local schools, the SENDCo from both schools will meet to discuss the needs of students with SEND to

	• ensure a smooth transition. The records of students who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
10.3	Post-16 Transition • For all students with an EHCP or an ANP, all reviews from Year 9 onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society - <i>SEND Code 9.179 9.184</i>. • As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. • Year 11 students with an EHCP will have a phase transfer review meeting at the beginning of October, where the school will work in conjunction with the Local Authority, Parent/carers and the student to identify a post-16 provider that can meet the needs of the student. • All Year 10 students are provided with the opportunity to attend a week of work experience with local companies, to gain valuable experience in the workplace. • The school also works closely with local companies who support a Year 11 Interview Day and provide individual feedback to students. • We work very closely with the SEND Educational Health Care Plan Coordinators from the local authorities to make sure all information and support is shared between school and college and that a transition plan with parental support is put in place. • Outside companies provided further support for the students in Year 11 to support transition to college, e.g. National Citizen Service and the Youth Employability Service (YES), who provide the students with further guidance. • Parents/Carers may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. https://nationalcareers.service.gov.uk/ • For further statutory guidance. https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools If a student should transfer to another school all information will be passed on and conversations will be held between key leaders of both schools

11	What training do the staff have?
SEND Code of Practice: 6.79 - Bullet Point 9	
11.1	Overview • When we plan support for a student, we think about the knowledge and skills their teachers and support staff will need. • Training is planned to reflect expectations in the school strategic plan which is reviewed annually by senior leaders, governors and staff.

11.2	<u>Whole Staff CPD</u> Teaching and support staff have participated in a range of continued professional development opportunities: • How to support students with dyslexia and literacy needs • How to support students on the autistic spectrum • How to support students with presenting social emotional and mental health needs • How to support students with speech, language and communication needs • How to support students with attachment disorder • Mental Wellbeing in Children and Young People • Adverse Childhood Experiences • Staff Mental Health and Well-being • The graduated approach • Developmental trauma • All staff have access to online training course via: Judicium and Educare
11.3	Specialist training has been provided to key members of staff on: • Cognitive Behaviour Therapy • Emotional Literacy Support – language to support de-escalation supported by the educational psychologist • Manual Handling to support toileting via the Disability Team • First aid including, epilepsy, diabetes, Epi-Pens • Administration of medicines • Therapeutic Model - How to support all students' needs • Precision Teaching for literacy and numeracy
12	How does the school measure how well it teaches and supports children with SEND?
SEND Code of Practice: 6.79 - Bullet Point 10	

12.1	<u>Review and evaluation</u> • We regularly and carefully review the quality of teaching for all students to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective and to remove those that are less so. • We complete regular self-evaluations of our SEND provision and use it to inform interventions for the following term/year and to develop an inclusion action plan that is shared with the CEO. • Leaders review the quality of teaching and learning for all children with SEND through lesson observations, learning walks, book looks and student voice. • This is to evaluate whether teaching and programmes of support have made an impact on children's progress within the four broad areas of need. • The CEO and the Advisory Board complete an annual review of the quality of provision in school to meet the needs of students who have been identified with SEND. • The Quality of Education Team holds regular meetings with the SENDCo to maintain a strategic overview and to facilitate a consistent, professional dialogue between senior leaders. Meeting minutes are cross referenced and recorded according to standing agenda items: safeguarding, behaviour, teaching & learning, SEN, health & safety, staffing and AOB. • The SENDCo meets with the member of the Advisory Board for SEND to review provision and progress against the annual inclusion action plan. A report is then submitted to the local governing body for scrutiny.
12.2	<u>Monitoring Progress</u> • The attainment and progress of all students is shared through parents' evening and regular reports three times a year. • The students participate in formal assessments to ensure that the information provided is accurate.
12.3	<u>Monitoring of Interventions</u> • The school has a three-layered provision management system. ○ Layer one provides a strategic overview of all interventions taking place from Year 7 to Year 11 according to the four broad areas of need in the SEN Code of Practice, 2015. ○ Layer 2 identifies quality first teaching strategies and intervention entry/exit data to meet the additional needs of groups or individuals in each year. ○ Layer 3 is used by support staff to record intervention target work and progress, and this information informs outcomes in Layer 2. • Intervention delivery is monitored by the Inclusion Team using drop-in sessions with written feedback provided. Layer 2 interventions and exit data are rag rated to measure the impact of interventions and to agree on next steps.
12.4	<u>Feedback</u> • We invite parents/carers to provide feedback using structured conversations, pastoral support meetings and the Arco Academy's parent surveys. • We send home a parent questionnaire every year then summarise the results and feedback. This information helps to inform the inclusion action plan.

13	How accessible is the school and how does the school arrange equipment or facilities children need?
Children and Families Act 2014: Section 69	
13.1	Environment Our current accessibility plan and equalities objectives can be found on the school's website. According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. We offer: • disabled parking spots marked and located next to Camberwell Leisure Centre entrance • all steps edged with yellow to ensure they are easier for those with visual impairments to negotiate • disabled toilets that have been adapted to ensure accessibility for any person with a disability, two toilets are equipped with an overhead hoist facility • a medical room has been provided to enable a safe place for specialist medical care • assistance with personal care will be supported by trained members of staff who will approach each case in a sensitive and professional manner. • Please also see a copy of our current policies for further information: • Supporting Students with Medical Conditions • Children with health needs who cannot attend school Medication is supervised and issued to students by our trained staff and parents/carers will be required to complete relevant forms. All medicines must be boxed with clear instructions and stored in a locked cabinet in our first aid room. Outside agencies are also consulted when necessary for their expertise and advice, e.g. The Sensory Team, The Hearing Service, Occupational Health and Physiotherapy will visit the school and/or provide support to teachers and other staff working with identified children. If there are further developments that you feel we could make, please do not hesitate to contact the SENDCo.
14	How are children included in activities with other children, including school trips?
SEND Code of Practice: 6.79 - Bullet Point 11	

At Arco Academy we have a commitment to every child being included in all activities, including physical activities, extracurricular activities and school trips. The Inclusion Department will always support staff to ensure that students with SEND are included on any trips or activities.

This will be achieved through careful planning and reasonable adjustments, children with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity. The destination and nature of off-site visits will be taken into account when considering the needs of children with SEND and the relevant risk assessments will be written to reflect any additional needs.

We work with parents/carers and children to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation. Reasonable adjustments are made to ensure that children with SEND are able to participate alongside their peers during performances or sports days. If required, additional staff support will be made available to accompany students. If at any point you are concerned about your child participating in a trip please do contact the trip organiser and the Inclusion Team.

15	What support is there for children's overall well-being and their social, emotional and mental development?
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SEND Code of Practice: 6.79 - Bullet Point 12	
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15.1	Our vision is to create an inspiring and ambitious community of learners who make a profound and valued contribution to the world. We pride ourselves on ensuring that we support all students' overall well-being. The school offers a variety of provisions for the students and the support provided is student focused. • An evaluated Personal, Social, Health, and Economic Education (PSHE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum. • Student voice to ensure that we are making decisions with the students at the heart of the process. • Small group evidence-led interventions to support students' well-being are delivered to targeted students. These aims to support improved interaction skills, emotional resilience and well-being. • Students who find unstructured social times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills. • Student led groups e.g. school council from a range of year groups to develop a package of support that all students feel safe at school. • Trained mental health staff, to advise staff on types of language to use with the young people, especially the students whose needs are linked to Mental Health. • Staff are informed of whole staff briefings of specific, individual needs to ensure there is a consistent approach, e.g. for risk reduction plans. There are also opportunities for students to participate in alternative provisions offsite to support the students specifically working with students identified with Social Emotional and Mental Health needs. Our positive behaviour policy is based upon a therapeutic model approach which is linked to our vision, its foundations are rooted in our aspirations that the community will be proud to be a part and want to belong.
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15.2	<u>Specific Interventions</u> • Breakfast for all students • Zones of Regulation • Meditation techniques • Emotional Literacy Support (ELSA) • Cognitive behaviour therapy • Talk Therapy • Social Skills
15.3	These provisions are monitored by the SENDCo. If at any time you are concerned about your child, please do contact the: • SENDCo – Ms Chelsey Leighton – cleighton@arco.academy
15.4	<u>Relevant linked policies</u> – Safeguarding and Child Protection – Accessibility Plan – Equalities statement and objectives – Supporting students with medical conditions – Children with health need who cannot attend school

16	What specialist services does the school use to support children and their families?
SEND Code of Practice: 6.79 - Bullet Point 13 SEND Code of Practice: 6.80 - Reference: Looked after Children	
16.1	Our inclusion team at the school continues to grow and is a central part of the school. The team has a wealth of knowledge and training, which is shared across the staffing body and used to support all children. However, if there is a significant persistent need that is identified as part of the assess, plan, do, review cycle, we will access external expertise to meet the specific needs of the student. We currently have access to a range of support. • Educational Psychology Service (EPS) • English as an Additional Language Service (EALS) • Occupational Therapy • Sensory Needs Service (SNS) Other Specialists • Youth Employability Service (YES) • Young Carers Service • Child and Adolescent Mental Health Service (CAMHS) • School Police Liaison Officer

	Additionally - The Virtual School for Children who are Looked After (CLA) - Multi-Agency Safeguarding Hub (MASH)
16.2	Children that are Looked After Chelsey Leighton (Principal and SENDCo) is the designated teacher for Children that are looked after. Their responsibilities include: - the management of Personal Education Plans (PEPs) - attendance at CLA review meetings to discuss educational progress and targets. - regular liaison with The Virtual School, social workers, foster carers/parents where appropriate, relevant adults in the school community.
16.3	Safeguarding The designated safeguarding lead coordinates risk reduction planning for safeguarding issues, attends core group meetings and multi-agency strategy meetings. If the designated safeguarding lead is unavailable one of the Deputy Designated Safeguarding Leads will substitute.
16.4	Further Information If we identify that we need to make a referral to any of these services, we will always discuss it with parents/carers and seek their permission before a referral is completed. Any further information can be found via Southwark Local Offer

17	Where can I get information, advice and support?
SEND Code of Practice: 6.79 - reference: Local Offer Children and Families Act - Regulation 51, Schedule 1 (11) - reference: Advice	
17.1	Local Offer Southwark Local Offer (on the internet) shows advice and advocacy services for children, young people, parents and carers. To access Southwark Local Offer visit: Southwark Local Offer SENDIASS: Southwark SIAS supports children and young people with special educational needs and disabilities (SEND) and their families in Southwark Southwark SIAS Helpline: 0207 525 3104 Email: sias@southwark.gov.uk

17.2	<u>School Contacts</u> • School Home Support ○ Keelah Bangura – shs@arco.academy • DSL ○ Mr Myles Burgess – dsl@arco.academy • SENDCo ○ Ms Chelsey Leighton – senco@arco.academy The above people will be able to sign post you to further external agents if they are not able to support you with your query.
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18	Complaints procedures
SEND Code of Practice: 6.79 - Bullet Point 14	
	In the first instance, you should contact the: • School Home Support via email • DSL via email for a safeguarding concern If the parent/carer continues to be unhappy with the level of support, they can access the Swale Academies Trust complaints policy using the following link: Arco Academy - Complaints