

SEND INFORMATION REPORT
April 2024

hořizon



Arise is an independent SEN secondary school for students with ASC, ADHD and/or other Social Emotional and Mental Health needs; or those with Speech, Language and Communication needs aged 11-19.

The school is part of the Horizon Group of schools.

SEN Provision at Arise Academy

Arise currently provides additional and/or different provision for a range of needs including:

- Communication and interaction difficulties, for example, autistic spectrum condition (ASC) and students with speech and language difficulties
- Cognition and learning difficulties, for example, dyslexia, dyspraxia moderate and multiple learning difficulties
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and or physical disability, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

We understand that each of our students are individuals and bring with them unique styles of learning and differing abilities, talents, and interests. At Horizon we focus on a strength-based approach to supporting our students, this approach seeks to identify and utilise strengths that already exist for the student.

Therapeutic Services work closely with SENCo's across Horizon to ensure that the individual needs of all students are fully understood. Therapeutic Services and SENCo's work collaboratively to consider any barriers to learning, focusing on a non-labelling approach where we will work together with the student and Education colleagues to overcome barriers to learning and allow each student to make progress within education.

7C's Strength Based Framework

At Horizon we have adopted the 7C's framework (© Judith Carter 2021) for students who have Special Educational Needs. This is a strengths-based framework which provides a shared language which helps to assess barriers to learning and identify current strengths focused on seven elements encompassing 49 themes within these.

The seven elements of the 7Cs are:

- Cognition
- Communication
- Compassion

- Control
- Co-ordination
- Creativity
- Curriculum

The 7C's portfolio is completed at the beginning of the academic year and will guide our young people to identify their strengths and areas for development. The areas for development will frame the goals set within the action plan. The 7C's portfolio and action plan will integrate with the needs specified within a young person's EHCP. Together these documents will assist the SENCo to populate the Individual Classroom Plan that will support young people to achieve their goals.

Assessing the needs of the children at Arise Academy

On entry to Arise Academy, the Horizon Assessment Framework is followed (Figure 1). As part of this assessment framework, students complete BKSB assessments in Mathematics and English along with the 7Cs curriculum.

These tests are evaluated, together with information from their previous school (including end of Key Stage outcomes), their current EHCP documentation and latest Annual Review and therapy reports. Teachers assess each student every half-term.

These assessments identify those students whose progress:

- Is significantly lower than those of their peers, starting from the same baseline
- Does not match or is better than the student's previous rate of progress
- Does not close the attainment gap between the student and their peers
- Widens the attainment gap.

Our assessments will include progress in other areas than attainment, for example, social skills and emotional regulation.

When deciding what educational provision is required, we will start with the desired outcomes, including the expected progress in attainment and the views and wishes of the student and their parents/carers. 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.

There are also strong, established links between the SENCO, Pastoral Lead, Deputy Head for Teaching & Learning and the Safeguarding Leads. These professionals meet on a weekly basis to discuss students who may require additional support either internally and/or via an external body.

Figure 1 – Assessment Framework Flow Chart



** Provision map and Action plan then tailor ICP or prompt support from professional. i.e. areas to develop in coordination may prompt OT sensory assessment

Assessing and reviewing students' progress

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Student progress is monitored regularly and formally every term. Targets are given in English, reading, writing and other areas, as appropriate, for example, attendance, engagement in learning, and behaviour.

At Arise Academy we use an Individual Classroom Plan (ICP) that sets out the EHCP Long Term Outcomes and the 7Cs to set long and short term targets for the students. These are shared with the students in their form groups and assessed by the SENCO and teachers on a termly basis.

All

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

Parents and carers will be kept informed in a range of ways, including:

- Letters and certificates sent home
- Weekly communication – via email or an agreed alternative
- Annual Reviews
- Parents'/Carers Events
- Reports and Assessment outcomes

Assessments will be reviewed regularly. All teachers and support staff who work with the student 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 student's progress and make changes as necessary.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students on what information will be shared as part of the transition. Where possible, EHCP annual reviews scheduled in Years 6 and 11, 12, 13 will involve a representative from the secondary establishment or post-16 institution respectively to which the student wishes to move. Regular contact is established and maintained with that institution, and any relevant information is shared.

The SENCo and Pastoral Leads are also available to support families with visits to secondary establishments or post-16 education institutions and will, upon request, accompany families on visits. Our students are supported with preparing for

adulthood by regular contact with careers advisors, who have experience and knowledge of post-16 choices for students with SEND, for example, Supported Employment.

Our approach to teaching students with Special Educational Needs

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to the students at Arise Academy. This will be personalised for individual students in line with the system of student profiles and the teacher's knowledge of the students. The SENCo will monitor and track teaching and learning for SEND students regularly and will provide feedback to teachers. Where necessary, the SENCo will support staff in strategies to enable students to have full access to the curriculum.

We will also draw on a range of interventions, including:

- Horizon Blocks
- REALS (Relationships, Emotions, Assertiveness and Life Skills)
- Pastoral support for academic anxiety
- Zones of Regulation

Adaptations to the curriculum and learning environment

We make it our priority to ensure that the curriculum is an ambitious curriculum for all. Teachers are responsible for differentiating the curriculum to enable full access and remove barriers to learning. For example, a student with communication and interaction difficulties may require a task management board to 'chunk' the instructions. Regular training is provided to teachers and support staff in the range of strategies that can be adopted to facilitate students' access to the curriculum. Teachers will refer to subject-specific considerations, particularly how to support students in subjects with high cognitive overload.

Additional support for learning

Where students are identified as needing further support in a particular area, additional support can include:

- A programme of interventions from trained teaching assistants, either in small groups or 1:1
- 1:1 in-class support. This is usually to support students in the short-term with the aim to re-join small-classroom provision when they are ready. Children are educated in 1:1 provision to overcome barriers in accessing learning in the lessons.

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

- Speech and Language Therapy
- Occupational Therapy
- Psychotherapy
- Early Help
- Educational Psychologists
- Croydon Special Educational Needs and Disabilities Information Advice and Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Outreach Service
- Croydon Sensory Service for children with visual or hearing needs

Expertise and Training of Staff

Teachers and Teaching Assistants receive regular training, which includes medical and personal support, neurodiversity, modification of resources, and specific training to run interventions.

Co-regulation with students

Co-regulation spaces aim to achieve optimal arousal levels, this is where level of arousal matches the environment and activity required. Sometimes it's called 'Just Right.' At school, optimal arousal is when a student can focus and remain attended.

At Arise Academy, we have two co-regulation spaces. Each of these room has been developed and furnished in a way to support the children to regulate their emotions. In order to support our young people to achieve optimal levels of arousal our staff co-regulate with them.

Here are the principles of co-regulation at Arise Academy:

- Sensory checklist will be completed with support from an Occupational Therapist or Technician
- Calm/alert – Types of activity (alerting/calming) will be selected by the supportive adult to achieve desired response. All staff using the space need to understand the principles of co-regulation and how to use of the space.
- Planned time –For example, some young people may benefit from a sensory circuit before starting classes for the day. Transitions between classroom and co-regulation spaces will be considered as they may cause anxiety or over excitement.
- Proactive not reactive – Our staff will introduce opportunities for regulation

throughout the day. Zones of regulation will support staff to monitor this.

- Supervision – A young person will always have a supportive adult with them in a co-regulation space.
- Consent – A child has the right to consent to accessing the co-regulation space or not.
- Engagement – Staff will engage the student when using the space. This could be sensory or cognitive tasks. Visual timers will be used to help the students transition back into the classroom.
- Individual Classroom Plan (ICP)- structured use of the co-regulation space needs will be documented in the young person's Individual Classroom Plan. These are written collaboratively by Teacher and SENCO. The impact of this co-regulation time will be observed so that any positive impacts can be recorded and shared.

Evaluating the effectiveness of SEN Provision

SEN provision is evaluated regularly. The SENCo and Deputy Head for Teaching & Learning conduct regular data analysis of students' outcomes to evaluate how well students are achieving. The SEN team regularly visits classes to observe how well students are being supported to access the curriculum. Evaluation of the quality of education includes monitoring pupils' work.

In the whole school analysis of behaviour incidents and attendance and exclusion any emerging trends are identified with follow-up actions discussed with the pastoral team, teachers, and support staff. Students are regularly surveyed for their views on how effective the school provision is for their needs.

In Annual Reviews and interim Annual Reviews for students at Arise Academy, individual targets, and outcomes are closely monitored and reviewed via Individual Classroom Plans to ensure the short-term targets remain relevant and guide the students to achieve their outcomes. The student takes an active role in creating these targets, and parents' views are sought at these meetings so that they feel involved in their child's education and can provide feedback on the provision the school is making for their needs.

Student voice plays an integral part in evaluating the effectiveness of SEND provision. Opportunities for students to do so include:

- Through the completion of the 7C's portfolio
- During the evaluation of the quality of education carried out by senior leaders
- During pupil voice sessions and surveys
- As part of the Annual Review Process

Interventions are evaluated on a regular basis through observations and the impact

on outcomes.

Working with Students who Children Looked After (CLA)

For children who are Looked After we liaise with the student's allocated social worker, Virtual School and carers to ensure all the agencies work collaboratively to develop an appropriate support package for the student.

We review the student's needs and progress regularly, for example, before entering the school to ensure a smooth transition from their previous setting, and then, at regular intervals, we check on how the child has settled into the school. We ensure Pupil Premium Plus funding is used effectively to enable the child to meet their outcomes. The SENCo ensures that training and policies support Looked After children with their SEND.

Enabling students with SEND to engage in activities

No student is ever excluded from participating in activities because of their SEN or disability. All our extracurricular activities and school visits are available to all our students. All students are encouraged to participate in the extensive range of opportunities available in the school, such as sports day, reward trips, and excursions. All activities are risk-assessed to ensure suitability for our students.

Personal risk assessments are in place for identified pupils to ensure they are safe. The school site is regularly audited for accessibility, as detailed in our Accessibility Policy. The school is committed to improving the physical environment to enable disabled students to take advantage of our facilities and services.

Admissions

We abide by the SEN Code of Practice. Please consult the school's Admissions Policy.

Support for improving Emotional and Social development

The SEND and Pastoral departments work closely together with regular meetings where students needs are discussed.

There are several ways that Arise Academy supports the emotional and social development of students, including the following:

- SEN interventions with a focus on SEMH issues
- 'Check-ins' for identified students
- Break time provision for identified students
- Lunch time provision for identified students

- Access to co-regulation rooms
- Pastoral support
- School Therapy Team

The school operates a 'no tolerance' approach to bullying and discrimination. This is in place to support all students no matter what their additional needs.

Working with other agencies

When working with other agencies, we take a holistic approach to all decisions being made with the student's best interests in mind. The SENCo works collaboratively with professionals involved in the provision of SEND support at the school.

Complaints about SEN provision

We hope that the school provides a range of opportunities for parents to raise concerns, if they have any, about the provision for their child. We recognise that there may be occasions when parents/carers do not feel their complaint has been fully resolved and would want to escalate their concerns. In these cases, complaints about SEN provision in our school should be made to the SENCo in the first instance. The complaint will be then referred to the school's Complaints Policy.

The parents of students 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 child.

Parents can make a claim about alleged discrimination regarding exclusions, provision of education and associated services, and making reasonable adjustments, including the provision of auxiliary aids and services.

Details of support services for parents of students with SEN

CYPMHS: <https://www.nhs.uk/nhs-services/mental-health-services/mental-health-services-for-young-people/children-young-people-mental-health-services-cypmhs/>

IASK <https://www.iask.org.uk>

SENCO Contact details

Louise Roberts

louise.roberts@horizoncare.co.uk

Cornerstone House

14 Willis Road

Croydon

CR0 2XX

07551 000 956

Horizon Head of SEND: Alex Davenport, alexandra.davenport@horizoncare.co.uk

LOCAL AUTHORITY LOCAL OFFER

Each local authority that we work with has a 'Local Offer for Special Educational Needs and Disability' is linked here:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

[Local Offer – Cognus](#)

[Surrey Local Offer](#)

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)

[0-25 SEND Local Offer | Family Information Service \(hackneylocaloffer.co.uk\)](#)

[AfC Info website - Kingston and Richmond :: SEND Local Offer](#)

[Local Offer for young people leaving care - Wandsworth Borough Council](#)

This policy is reviewed annually