



Learning Changes Lives

1. Special Educational Needs and/or Disability (SEND) Philosophy

At The Archbishop Lanfranc Academy we believe that all students should receive educational opportunities that enable them to reach their academic potential and develop personal and social skills that will enable them to make an active and positive contribution to the community in adult life.

All students should be encouraged, valued and accepted whatever their individual abilities, needs and aspirations.

This responsibility lies at the heart of the work of all staff within the context of their roles and duties.

Students make the greatest progress and achievement if they are active partners in those activities provided to bring about their success. To support this the Academy is committed to engaging all students in a dialogue about their learning, what actions they need to improve, their achievements and any additional support or intervention they should require.

The Academy is best able to support each student when there is a strong partnership between the Academy and their parents/carers. To support this the Academy is committed to listening to, supporting and empowering parents and carers to make a full contribution to decision making relating to their child.

The Archbishop Lanfranc Academy will use its best endeavours to ensure that students with SEND are identified early and that the appropriate provision is made for students with SEND in line with the statutory duties and best practice guidelines set out in the most recent Department for Education Code of Practice for SEND (DfE/DoH, 2015).

2. The Special Educational Needs and Disabilities (SEND) Department

Special Educational Needs and Disabilities Co-ordinator (SENDCO): **Ms Suezette Brooks**

Learning Support Assistants: **Mrs J Austin, Mr B Madivoko, Mrs A Mathews, Mrs A Alvani, Miss Y Salih**

An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEND. The SENDCO actively engages in a range of opportunities to share best practice and keep abreast of current and national initiatives and policy to support students with SEND.

The Special Educational Needs Department has specialist training in the following areas:

- i) Literacy programmes and development (paired reading, precision teaching).
- ii) Numeracy programmes and development (precision teaching and Symphony Maths)
- iii) Zones of regulation

iv) Lego Therapy

3. The Archbishop Lanfranc Academy SEND profile

The Academy's SEND register is updated on a termly basis by the SENDCO. The most recent update, at time of publication, was **September 2023**. As of September 2023 there are 153 students on the SEND Register, further detail is outlined below:

Year Group	SEND Status	SEND as a % of year group
7	24	16.0
8	26	15.2
9	34	20.1
10	35	21.7
11	34	20.6
TOTAL	153	18.5

The Archbishop Lanfranc Academy is committed to meeting the four areas of SEND outlined in the most recent SEND Code of Practice (DfE/DoH, 2015):

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

The SEND profile of the Academy informs the provision and strategies used for additional intervention and teaching and learning across faculties. Student Learning Passports (SLPs) detail the strategies and provision for each child on the SEND register.

4. How does The Archbishop Lanfranc Academy identify students with Special Educational Needs?

The identification of a student as having special educational needs comes from the close examination of quantitative and qualitative information and involves a range of stakeholders, including:

- Achievement Co-ordinators (Mr R Gissing, Mrs E Willis, Ms L Bennett, Mr R Brewster, Miss K Wareham)
- Designated Safeguarding Lead (Ms G Sheridan)
- Pastoral Manager (Ms D Kadila)
- Subject teachers across all faculties
- Feeder school teaching staff
- Parents/Carers
- Student

The termly student review cycles enables the SENDCO, in close collaboration with stakeholders, to assess attainment and progress of all students. Once a student is identified via parental concern,

teacher concern or through judgement of attainment and progress the following early assessment mechanisms are implemented:

- i) Student is observed by the Academy's SENDCO
- ii) Student undertakes appropriate assessments based upon areas of concern.
- iii) A meeting of all teaching and pastoral staff involved in the student's education
- iv) Parents/Carers are invited into the Academy to discuss concerns with SENDCO.

If, following this process, it is decided that the student's difficulties place them at a significant disadvantage in relation to their peers and that additional intervention is needed the child is placed on the Academy's SEND register.

In line with the most recent SEND Code of Practice (DfE/DoH, 2015) the Academy takes a holistic, pupil-centred approach to SEND support. This means that the Academy, Pupil and Parents/Carers are actively involved in the production of a 'Student Learning Passport', this document includes:

- The educational barriers that affect the student's progress and attainment
- The teaching strategies that key professionals have identified as successful in supporting the student
- **The pupil's voice:** what they view as their strengths, areas of difficulty and how they like to be supported by teaching staff
- **The parent's voice:** their view of their child's difficulties and their priorities for progress
- A provision map of the additional support that is in place for that student along with frequency, responsible staff member and review date
- Termly reviews of the student's progress, led by the SENDCO.

The 'Student Learning Passport' is the key document for informing all stakeholders of student SEND and appropriate teaching responses and/or adjustments.

5. What provision in place for students identified as Special Educational Needs and/or Disabilities?

The Archbishop Lanfranc Academy offers a range of provision to support our students with SEND, these include:

- Tailored differentiation, aligning with quality first teaching, led by subject teachers and informed by 'Student Learning Passports'
- Small group, structured literacy programmes delivered by SEN team
- Small group, structured numeracy programmes delivered by SEN team
- Speech and Language sessions delivered by LSA team
- 1:1 / small group targeted support in lessons
- Behavioural and emotional mentoring delivered through 'Kick London' and 'Football Beyond Borders'
- Organisational and secondary transition small groups delivered by LSA team
- Daily Homework Club
- Specific enrichment / 'catch-up' sessions delivered across the curriculum
- Public examination access arrangements

6. What support is available from outside agencies.

The Academy also works in close partnership with Croydon's Educational Psychology Service, Croydon NHS Speech and Language Therapy team, Croydon CAMHS and other specialist, external professionals and agencies to seek guidance, assessment and support for our students with SEND. Details of these agencies can be found below:

Croydon Educational Psychology Service: 0208 604 7300

Educational psychologists carry out individual cognitive and emotional assessments of students following a consultation request from the Academy's SENDCO. This informs the needs detailed and appropriate teaching strategies noted in the 'Student Learning Passport'. Croydon's EP team is led by: Anne Moore anne.moore@croydon.gov.uk

Croydon NHS Speech and Language Therapy Service: 0208 714 2594

The speech and language therapy service works with children with speech, language and communication difficulties. They work with the Academy to perform individual assessments of speech, language and communication difficulties, provide guidance/strategies to the Academy on how to support student needs and to deliver tailored intervention sessions within the Academy.

Children's Occupational Therapy, Crystal Centre: 0208 274 6850

Croydon Children's Occupational Therapy Service provides therapy, advice, equipment and adaptations for children who have disabilities or difficulties with everyday tasks. The service is based at the Crystal Centre but they also liaise and work in a variety of educational settings.

Child and Adolescent Mental Health Service (CAMHS): 0203 228 0000

Croydon CAMHS provide a comprehensive multidisciplinary service that offer: assessment, treatment, advice around moderate to severe mental health and psychological disorders and difficulties.

Family Lives Parent Partnership Service: 0203 1313 150

The Parent Partnership Service provide independent information, advice and guidance for parents/carers of children and young people with SEND.

SEND Team at Croydon Council: 0806 6047 263

The SEND team at Croydon are able to provide guidance and information about SEND within the borough and the external support agencies available.

The full range of local support available to support students both within and outside school can be found in **Croydon's 'Local Offer' for Pupils with SEND**, this is detailed online:

7. How are the Academy's resources allocated and matched to children's special educational needs and difficulties?

The Academy receives funding to respond to the needs of pupils with SEND from a number of sources that can include:

- i) A proportion of the funds allocated per pupil to the Academy to provide for their education called the Age-Weighted Pupil Unit (AWPU).
- ii) The notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- iii) For those pupils with complex learning needs and/or disabilities the Academy may be allocated additional funding from Croydon Local Authority's High Needs SEN Funding allocation. This is usually allocated to students with an Education, Health and Care Plan (EHCP).

This funding is used to provide the staffing, resources and facilities to support pupils with SEND – the provisions made are detailed in section 5 of this document.

In addition:

The Academy receives Pupil Premium funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. Moreover, additional 'Catch-Up' funding is received for Year 7 pupils entering the Academy with below expected levels in numeracy and/or literacy.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the SENDCO.

8. How is the decision made about how much support each child will receive?

For all pupils that are on the Academy's SEND Register but without an Education, Health and Care Plan (EHCP), the decision regarding the support and provisions made will be taken in close collaboration with parents, external professionals (where appropriate), subject teachers and will be led by the SENDCO. The provisions made are clearly detailed on each student's learning passport and is reviewed on a termly basis (as detailed in section 4).

For pupils with an Education, Health and Care Plan, this decision will be reached, in partnership with parents/carers, when the EHCP is being produced or at an annual review.

Disability and/or medical needs

The Archbishop Lanfranc Academy aligns with its statutory duty under the Children and Families Act, 2014. As such, pupils with medical needs will be provided with a detailed Individual Health and Care Plan (IHCP) that is compiled in partnership with parents, medical professionals and if appropriate, the pupil themselves. IHCP's are shared with appropriate teaching and support staff.

Who should I contact at the Academy to discuss any SEND concerns or issues?

In the first instance please direct all queries and concerns to the Academy's SENDCO, Ms S Brooks.
Contact details are provided below:

Email: sbrooks@lanfranc.org.uk

Telephone: 020 8689 1255 (EXT: 263)

The Academy's **SEND Governor is Ms Gerrie Ozah** , who can be contacted via letter addressed:

C/O Ms Gerrie Ozah (SEND Governor),
The Archbishop Lanfranc Academy – Bec Trust
Mitcham Road
Croydon, CR9 3AS

Updated by: Mr R. Ellis (Vice Principal)

September 2023

References:

Department of Education/Department of Health (2015): *Special Educational Needs and Disability Code of Practice: 0 – 25 years*. HMSO; London. Available online:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>