



SEND Information Report

Arbour Academy

September 2023

Review date September 2024

Arbour Academy SEND Information Report

Arbour Academy reports SEND information throughout the year (due to the changing nature of the cohort) however this information is not published on the academy's website as, due to the small cohort, individual pupils would be identifiable. Data is available within school for those persons authorised to access it.

Our main building and nurture building are both single storeys, the nurture building being accessed by ramp or short flight of stairs. Both buildings have an accessible bathroom available to all pupils, staff, or visitors.

As good relationships and communication are key to our way of working we will seek to give information in an accessible format. Please inform the headteacher of any additional needs or accommodations at the initial visit.

Arbour Academy abides by the Equality Act of 2010 and recognises it is against the law to discriminate against someone because of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Key SEND Contacts:

Arbour Academy SENDCO is Michelle Peart
mpeart@arbouracademy.uk

The Headteacher is Julie Owen
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Both may be contacted via the school office

0161 464 3483

School Offer for Children with Special Educational Needs and/or Disabilities

This policy is compliant with the Children and Families Act 2014 and the SEND Code of Practice.

Arbour Academy is a Pupil Health Referral Unit for pupils, resident in Salford, who are unable to access a full-time mainstream school placement due to short to medium term mental and physical health needs.

Pupils are dual registered with a mainstream school. As a PHRU, being a service not a school, Arbour Academy is unable offer long term, specialist provision for pupils with an Education Health and Care Plan (EHCP), but assists schools providing short to medium term support for a pupil with a plan, where there are additional needs, until a long-term placement can be found. This may include evidence gathering for an EHCP where a school wishes to see how a pupil responds to a smaller school setting.

Arbour Academy's environment is one of constant change due to our non-static cohort and frequent drop-down timetable events to engage pupils in outdoor learning, and extend personal development. This highly fluid context does not suit pupils who require a more structured environment.

All pupils who are supported by Arbour Academy have SEND needs requiring support beyond universal services. It is expected that the full support available to schools, such as the EP service and Learning Support Service, EBSA pathway, Early Help or Childrens' Services, or support from CAMHS will already have been accessed prior to referral to Arbour Academy.

Arbour Academy offers support primarily in the SEMH area of need.

In making a referral to Arbour Academy therefore, schools should have at least initiated a request for EHCP assessment or evidence why an EHCP is not appropriate for that pupil.

As our service meets the needs of a non-static cohort, due to the service being a short stay provision, interventions in place at any one time will vary. All of our pupils are pupils who would be considered as needing a bespoke level of support in a mainstream school.

All of pupils will have the following support:

A balanced therapeutic and academic provision, consideration of needs through individual planning (informed by initial referral, WRAT4 assessment and Boxall profile), dyslexia screening, allocated named keyworker, balanced and engaging curriculum with reduced curriculum demand, strong ethos on wellbeing and personal development, explicit teaching of self-regulation and Mindfulness, Real Love Rocks CSE and healthy relationship program, small group teaching, multi-agency working. Pupils who are not classroom ready will initially attend our Nurture unit.

Targeted support may include:

Engagement, outreach, intensive key worker support, self harm safety planning, vocational / alternative provision (to be funded by mainstream school), Art Therapy, Counselling, parent mindfulness, parenting support.

Bespoke support may include:

Learning Support Service support and intervention, Integrated Youth Service Support, Teenage Pregnancy Service, 1:1 Counselling, Education Psychology service directed interventions, Child and Adolescent Mental Health Service directed interventions, Child Sexual Exploitation toolkit, 42nd St, Missing from Home, identified work from Child In Need and Child Protection plans.

On admission to Arbour Academy a range of baseline assessments are completed including the Wide-Ranging Achievement Test (WRAT4) and Boxall Profile. These are used to identify the focus of our work as well as identify the pupil's strengths. Ongoing staff observation may also inform the need for further assessment.

If the results of assessments indicate assessment for an EHCP is pertinent and the EHCP process has not yet been initiated, the pupil, their parents or carers, any other involved agencies and the mainstream school are informed. The mainstream school is expected to lead on the EHCP process, with contribution from Arbour Academy. Parents and pupils themselves are also able to request an assessment for EHCP via the Local Authority.

The Local Authority will decide whether to issue an EHCP according to statutory procedures and timeframes.

Where an EHCP has been issued, Arbour Academy contributes to the Annual Review. The review aims to consider whether the EHCP is still necessary and to plan to support the pupil's needs in the future or to set new targets for the coming year. The review is person-centred. The views of all stakeholders (the pupil, parents and professionals) are gathered, and recorded, to inform the recommendations.

Careful consideration is given to pupils' post 16 transition needs. There are discussions with the post 16 providers (colleges, alternate post 16 provisions, apprenticeship providers and employers) regarding the pupils' individual barriers and the support they will need to succeed. Pupils with EHCPs in Year11 will have their annual review in January to facilitate post 16 planning.

Arbour Academy works very closely with parents and carers, building a good working relationship from the initial home visit, arranged after referral. Parents or carers can consult with the SENCo, Michelle Peart, via phone or email or face to face by arrangement during term time at any time. In addition to the Annual Review, parents or carers have the opportunity of 3 formal consultation times over the course of the school year.