



SPECIAL EDUCATIONAL NEEDS  
AND DISABILITY POLICY



## POLICY INFORMATION

### Named personnel with designated responsibility for all matters associated with SEND:

| Role  | Designated Person                       | Contact Details  |
|---|---|--|
| SENCo   | Louise Shotton<br>Inclusion Coordinator | <a href="mailto:l.shotton@arkacademy.org">l.shotton@arkacademy.org</a>     |
| Senior leader who manages the SEND Department             | Tim Dainty                              | <a href="mailto:t.dainty@arkacademy.org">t.dainty@arkacademy.org</a>       |
| SEND Link Governor  | Karin Ulukut Barrett                    | <a href="mailto:kubarrett86@btinternet.com">kubarrett86@btinternet.com</a> |
| Designated teacher with safeguarding responsibility       | Tim Dainty                              | <a href="mailto:t.dainty@arkacademy.org">t.dainty@arkacademy.org</a>       |
| Member of staff responsible for pupils with medical needs | Janice Hughes                           | <a href="mailto:j.hughes@arkacademy.org">j.hughes@arkacademy.org</a>       |
| Member of staff responsible for managing PPG/LAC funding  | Tim Dainty                              | <a href="mailto:t.dainty@arkacademy.org">t.dainty@arkacademy.org</a>       |

### Policy review dates (frequency of review: annual)

| Review Date | Changes made    | By whom                     |
|-------------|-----------------|-----------------------------|
| Sep 2014    | Policy created  | Eugene Du Toit, Ark Central |
| May 2016    | Policy reviewed | L.Shotton/S.Geary           |

### Ratification by Governing Body

| Academic year | Date of ratification | Chair of Governors |
|---------------|----------------------|--------------------|
|               |                      |                    |
|               |                      |                    |

### Dates of staff training for this academic year

| Dates | Course Title | Staff |
|-------|--------------|-------|
|       |              |       |
|       |              |       |

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## 1 COMPLIANCE

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This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND (SEND) Code of Practice 0 – 25, September 2014.

This policy was created by Eugene Du Toit, Behaviour and Inclusion Lead at Ark Central and modified by the academy Inclusion Coordinator in collaboration with Academy Leadership Team input, taking into account the views of pupils, parents and relevant other stakeholders.

## 2 ROLES AND RESPONSIBILITIES

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### **The SENCo**

The SENCo has day-to-day responsibility for the operation of the SEND policy and co-ordinating provision made for students with SEND.

The SENCo provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.

The SENCo plays an important role with the Headteacher and governing body in determining the strategic development of the SEND policy and provision within the school in order to raise the achievements of students with SEND.

In compliance with the Special Educational Needs and Disability Regulations 2014, the SENCo is also responsible for the following:

- In relation to each of the registered pupils who the SENCo considers may have special educational needs, informing a parent / carer of the pupil that this may be the case as soon as is reasonably practicable
- In relation to each of the registered pupils who have special educational needs:
  - Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs
  - Monitoring the effectiveness of any special educational provision made
  - Securing relevant services for the pupil where necessary
  - Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date
  - Liaising with and providing information to a parent / carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made
  - Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution

- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Selecting, supervising and training learning support assistants who work with pupils with special educational needs
- Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision

### **The SEND Link Governor**

The SEND Link Governor has specific oversight of the school's arrangements for SEND. Their responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer

### **The Headteacher**

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

## **3 OUR VISION, VALUES AND AIMS**

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Our vision for all pupils, including those who may have SEND, is that they will develop the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

Ark Academy has at its core the pursuit of the highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. Civitas - citizenship - is at our core. We will build a community of civic pride and social justice in which all members are equally valued. We are committed to the service of young people and help them play their full part in society.

.In achieving our aims, we will:

- work side-by-side with teaching staff, supporting them with training and development so that they can deliver well differentiated lessons with the needs of those pupils who have SEND in mind
- set exceptionally high expectations for all our pupils, and do whatever it takes to meet them. Our aspirations are no lower for pupils with SEND
- teach, recognise and reinforce good behaviour

- organise our academy so that every child knows, and is known well by, every adult in the academy
- prioritise depth in English and mathematics, giving our pupils with SEND the best chance of success
- make sure pupils have enough time both for core subjects and for extra-curricular activities

## 4 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers are identified as early as possible.

The attainment in English and mathematics of all pupils is assessed upon entry to the academy in order to:

- form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points at least three times per year to ensure that pupils who fall behind are identified as early as possible.
- identify pupils whose development is significantly behind that of their peers. Such pupils are prioritised for targeted and/or specialist assessment and/or intervention as set out in section 5 below. Each intervention is reviewed frequently, based on progress against intervention-specific measures. Refer to Appendix A for a full list of assessments and interventions.

Pupils at Key Stage 3 are also assessed annually for literacy development so that those who lag behind their peers may receive the necessary targeted or specialist input to help them catch up

Where concerns about a student's learning or development arise as a result of our data analysis, we start the identification process by talking to the pupil and a parent / carer. Where learning needs appear complex, we may also seek input from specialists such as educational psychologists or speech and language therapists.

In our attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN Code of Practice 0 – 25 (2014):

- **Communication and interaction** needs refer to those students who experience difficulty with speech, language and communication
- **Cognition and learning** needs refer to those students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general
- **Social, emotional and mental health** needs, as manifested in different ways, such as students becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.
- **Sensory and / or physical** needs refer to those students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

## 5 A GRADUATED APPROACH TO SEN SUPPORT

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At Ark Academy we have a three-tiered, graduated approach to supporting students' learning needs. The graduated approach at each tier involves:

- *Assessing* the pupil's needs by considering all of the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress.
- *Planning* the most effective and appropriate short term intervention, based on evidence of what works
- *Providing* this intervention and training staff to deliver it to a high standard
- *Reviewing* the impact on the pupil's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention

### **Wave 1: Universal Support**

It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this **universal** level, we train our teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible. The information we gather in this way is shared with teachers in a Pupil Profile. The Pupil Profile is a document that outlines pupils' strengths and difficulties, with suggested strategies for teachers to best support their learning.

### **Wave 2: Targeted Support**

WE provide **targeted** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers.

Such specific, targeted one to one or small group interventions may be run outside the classroom, limited to a number of weeks to minimise disruption to the regular curriculum.

### **Wave 3: Specialist Support**

We provide **specialist** support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and / or support from:

- An educational psychologist
- A speech and language therapist
- Specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- Complex Needs Advisor

(Refer to Appendix A)

## 6 RECORDING SEND

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We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils.

For each pupil with SEND, the SENCo will record on the academy data management system their broad area/s of need as listed in point 4 above, as well as a description of any specific areas of need. This will make up the academy SEN/D register.

Records of interventions and support are kept in the academy provision map.

When the pupil has caught up with their peers and therefore no longer requires the additional provision or support, in consultation with parents the entry will be deleted from the SEN/D register and provision will be ended in the provision map.

## 7 SUPPORT FOR FAMILIES

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We provide support to parents / carers of pupils with SEND through regular contact, information sharing and termly progress reports.

Specific support is provided at key transition points. At the end of Key Stage 3 parents / carers may talk to the SENCo about choosing options for Key Stage 4 for their children with SEND. Similarly at the end of Key Stage 4 parents / carers may approach the SENCo for support relating to Sixth Form or other further education options.

Additional support to families is available through the local authority, whose Local Offer can be accessed at: [www.brent.gov.uk/localoffer](http://www.brent.gov.uk/localoffer)

## 8 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

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We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have special educational needs and where this is the case the academy will comply with the SEND Code of Practice 0 – 25 (2014).

The policy for meeting the needs of pupils with medical conditions sets out the academy approach in this regard. This policy is available on the academy web site.



## 9 MONITORING AND EVALUATION OF SEND PROVISION

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The progress of all pupils towards their attainment targets are monitored at data entry points at least three times per year. It is expected that pupils with SEND will make good progress in response to high quality, well differentiated teaching. Where this is not the case, we rapidly respond to pupils' needs as set out in section 5.

The senior leadership team, supported by the SENCo, regularly observe lessons to monitor the quality of teaching, and for those pupils with SEND focus specifically on the extent to which teachers adapt their lessons and resources as set out in the Pupil Profiles.

The progress of pupils who receive targeted or specialist support is measured against intervention specific baselines and targets. For example, we assess pupils' reading development prior to targeted literacy intervention, and again after a set period of time to assess whether the intervention is allowing pupils to catch up with their peers.

Students with a Statement of special educational needs or an Education, Health and Care Plan have a formal review meeting each year, at which progress and provision are considered and – if needed – changes are made.

## 10 TRAINING AND RESOURCES

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We make every effort to ensure that staff at Ark Academy are suitably trained and that we have adequate resources available to meet the needs of all pupils, including those with SEND.

Staffing and resources are funded through the Academy's notional SEN budget - a sum of money the academy receives to spend at our discretion for meeting the needs of pupils with SEND. We provide support and resources from this budget as required up to the value of £6000 per pupil with SEND.

Some students with a statement of SEN or Education, Health and Care plan may receive additional funding (top up funding) to have their needs met. This top up funding is used specifically for resources needed by that particular pupil and is reported on during the annual review meeting.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In addition, we audit staff training needs in relation to special educational needs on an annual basis as to inform the continued professional development schedule for the academic year.

The SENCo regularly attends SENCo network meetings at both Local Authority and Ark Network level in order to keep up to date with local, Ark Network-wide and national updates in SEND.

## 11 STORING AND MANAGING INFORMATION

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All documents and information are stored in compliance with guidance presented in the Data Protection Policy, available on the website.

## 12 ACCESSIBILITY

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled pupils. Detailed below are some of the ways we improve accessibility at Ark Academy.

| Area of need              | Adjustments  |
|---------------------------|--|
| <b>Visual Impairment</b>  | <ul style="list-style-type: none"> <li>• Yellow lines on steps outside in the playground to help child to see where the end of the step is.</li> <li>• Red dots on sliding glass doors to prevent injury from walking into a door.</li> <li>• Blue padding on the standalone lights in the playground provide protection in case child runs into it.</li> <li>• All rooms are kept clutter free, floor space is clear to avoid risk of tripping or potential injury.</li> <li>• Blinds are used to control natural light which may hinder the pupil.</li> <li>• All students walk on the left and teachers have duty points at each transition time to ensure orderly and calm behaviour on the corridors to avoid risk of injury on the corridor.</li> <li>• Annual staff training by Brent VI advisory teacher.</li> <li>• Regular visits during year from Brent VI advisory teacher.</li> <li>• Seating plan by class teacher considers the need of the child – e.g. child seated at front of the room facing the teacher.</li> </ul> |
| <b>Hearing Impairment</b> | <ul style="list-style-type: none"> <li>• Seating plan by class teacher considers the need of the child – e.g. child seated at front of the class with their ‘good ear’ towards the teacher.</li> <li>• All students walk on the left and in silence. Teachers have duty points at each transition time to ensure orderly and calm behaviour on the corridors to avoid risk of injury on the corridor.</li> <li>• Annual staff training by Brent HI advisory teacher.</li> <li>• Regular visits during year from Brent HI advisory teacher.</li> <li>• Carpets in classrooms ensures least reverberation</li> </ul>   |

|  |   |
|--|---|
| <p><b>Physical impairment</b></p>                              | <ul style="list-style-type: none"> <li>• All rooms are kept clutter free, floor space is clear to enable access and manoeuvrability.</li> <li>• Adjustable height tables to allow comfort and space in classroom different settings e.g. Science.</li> <li>• Accessible toilets on each floor.</li> <li>• All floors are accessible by lift.</li> <li>• Seating plan by class teacher considers room to manoeuvre wheelchair – child seated at the end of a row and near the door.</li> <li>• On site, full time school nurse to ensure professional medical attention is available to those in need.</li> <li>• Wet room with toilet, hoist and bed.</li> <li>• Annual manual handling training provided on site for all relevant staff.</li> <li>• Playground is entirely accessible by a wheelchair due to ramps and paths.</li> <li>• Disabled parking spaces on site kept free for genuine need.</li> <li>• First aid training provided annually.</li> <li>• School entrance for both primary and secondary school has step-free access.</li> <li>• LSA support available to help students move around the school safely.</li> <li>• Teachers to not speak to the class with their backs to the students.</li> </ul> |
| <p><b>Social, emotional and mental health difficulties</b></p> | <ul style="list-style-type: none"> <li>• Appropriate corridor width to avoid crush on the corridor</li> <li>• Staff duties at all social times and lesson transition times including before school ensure safety on corridors and stairwells</li> <li>• No students are to be left unattended in classrooms at any times including social times</li> <li>• Students and staff to keep to the left</li> <li>• Stairwells to be used by each year group</li> <li>• Line up time ensures students are brought to lessons by an adult in a calm and orderly fashion</li> <li>• Windows have a limited amount of opening space to avoid the possibility of students climbing out/ throwing things out</li> </ul>   |
| <p><b>Learning and cognition</b></p>                           | <ul style="list-style-type: none"> <li>• Differentiated class materials – enlarged font size, less text on a page, use of coloured background to avoid glare when reading, use of appropriate images to give clues to the text.</li> <li>• Dictionaries and thesauruses to be available in each classroom (including home language dictionaries in the library for EAL students)Use of vocabulary will be appropriate to the audience</li> <li>• Use of computers/ laptops/technology</li> </ul>  |

Our accessibility plan can be viewed [here](#):

## 13 DEALING WITH COMPLAINTS

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Our named person for all matters relating to SEND is Louise Shotton. She should be contacted if parents / carers have a concern. If a parent wishes to make a formal complaint, guidance as to how this can be done is available on the academy website.

## 14 REVIEWING THE POLICY

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Governors, the Headteacher and SENCo, paying regard to views expressed by students, parents and all agency staff who have been consulted or have contributed to SEND provision during the year, will review the policy, publishing an updated version on the school website.

This policy will be reviewed annually.

## 15 EQUALITY IMPACT STATEMENT

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We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

## 16 LINKS

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For ease of reference, we include the following Hyperlinks:

| Document                            | Hyperlink   |
|-------------------------------------|---|
| The Academy SEND Information Report | <a href="#">Ark Academy Local Offer</a>   |
| Brent Local Authority Local Offer   | <a href="https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/">https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/</a> |
| Drive for Literacy                  | <a href="http://driveforliteracy.co.uk/">http://driveforliteracy.co.uk/</a>   |
| Behaviour policy                    | <a href="#">Ark Academy Behaviour Policy</a>  |
| (x) Academy Accessibility Plan      | <a href="#">Accessibility policy.</a>   |

## Appendix A: Assessment Strategy

At half-termly intervals, use data to colour-code students' attainment / progress / wider outcomes:

**RED = Attainment / progress below average; gap between pupil and peers not closing**

**AMBER / Yellow = Attainment / progress below average; gap between pupil and peers closing**

**GREEN = Attainment / progress in average range**

| <b>UNIVERSAL</b>   | <b>Possible area/s of need</b>   | <b>TARGETED</b>  | <b>SPECIALIST</b>   |
|--|--|--|---|
| Half-termly data review<br>(Class teacher, HOY, HOD)   | <i>Please note: these are hypotheses only; formal diagnoses can only be made by specialist professionals</i> | Further school-based assessment to inform universal strategies and targeted interventions<br>(Specialist teacher)  | Specialist assessment for diagnosis and / or advice to inform universal and targeted support<br>(SENCo) |
| Attainment + progress: English<br>Reading Test Results (NGRT)  | Literacy difficulties  | GL Dyslexia Screening<br>WRAT IV / YARC / AAB (Educational Psychologist/<br>Specialist teacher)<br>Comprehensive Test of Phonological Processing<br>(Educational Psychologist/ Specialist teacher)<br>Check vision | SpLD teacher<br>Ed Psych<br>GP referral   |
|  | EAL  | EAL Stages / QCA Scales  | EAL teacher   |
|  | Language and Communication Difficulties  | Language and Communication Checklist<br>Check hearing  | Speech and Language Therapist<br>GP referral  |
| Attainment + progress: maths   | Numeracy difficulties  | Basic Number Screening Test (Y7 and Y8)<br>CAT 4 (quantitative)<br>WRAT IV (math computation)  | Ed Psych  |
|  | Difficulties with abstract thinking  |  | Ed Psych  |
| Attainment + progress: across the curriculum   | Moderate learning difficulties / general developmental delay   | CAT 4 (Educational Psychologist/ Specialist teacher)<br>Consider personal history  | Paediatrician<br>Ed Psych   |
| Attendance<br>Negative behaviour incidents<br>Isolations / detentions<br>Exclusions / at risk of permanent exclusion | Mental health problems   | Strength and Difficulties Questionnaire<br>The Boxall Profile  | EWO<br>CAHMs therapist<br>Ed Psych<br>Paediatrician   |
|  | Difficulties related to personal organisation  | Coping in Schools Scale  | Ed Psych  |
|  | Social Skills Difficulties   | Language and communication Checklist   | Speech and Language Therapist   |
|  | Family or social difficulties  | Consider personal history  | Social Services, Family support, Home-school liaison  |
| Handwriting / coordination – observational information   | Motor Skills Problems  | Diagnostic Assessment of Speed of Handwriting (DASH)<br>Hedderly Sentence Completion Test  | Ed Psych<br>Occupational Therapist  |
| Isolated / socially withdrawn – observational information  | Social Skills Difficulties   | Language and communication checklist   | Speech and Language Therapist   |
|  | Mental health problems   | Strength and difficulties questionnaire  | CAMHS Therapist   |

## Appendix A: Inclusion Strategy



|                        |           |   |   |  |   |
|------------------------|-----------|---|---|--|---|
| Cognition and Learning | Literacy  | <p>Great Teaching</p> <p>Whole school literacy strategy: Drive for Literacy</p>   | <p>English curriculum for pupils with weak literacy:</p> <p>English Mastery Foundation Pathway</p> <p>Additional English lessons + Phonics</p>  | <p>Read Write Inc.</p> <p>Multi-sensory literacy programme for direct instruction: <a href="http://www.msl-online.net/">http://www.msl-online.net/</a></p> <p>On-line spelling intervention programmes <a href="http://www.lexialearning.com">http://www.lexialearning.com</a></p> <p>SRA Corrective Reading Programme</p> <p>National Handwriting Society: <a href="http://www.nha-handwriting.org.uk/">http://www.nha-handwriting.org.uk/</a></p> <p>Speed Up! A Kinaesthetic Programme to Develop Fluent Handwriting <a href="#">Lois Addy</a> (Author), <a href="#">Robin Lawrie</a> (Illustrator)</p> <p>Free Touch Typing programme: <a href="http://www.kidztype.com/index.html">http://www.kidztype.com/index.html</a></p> | <p>Assessment and/or bespoke support:</p> <p>Specific Learning Difficulties teacher</p> <p>Educational Psychologist</p> |
|                        | Numeracy  | <p>Great Teaching</p>   | <p>Maths Mastery</p> <p>Level 1 iGCSE foundation paper*</p> <p>Edexcel 'Functional Skills in Mathematics' (Level 1 and Level 2)**</p>   | <p>Targeted Number Support</p>   | <p>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p>   |
|                        | MLD / GDD | <p>Great Teaching</p> <p>Whole school approach / strategies for teaching pupils with generally low attainment</p> <p>Teaching Assistant Support</p> | <p>Adapted English and Maths curriculum for pupils with general low attainment:</p> <p>Nurture Group</p> <p>Curriculum Support model</p> <p>Small steps learning</p> <p>Visual / Kinaesthetic learning</p> <p>Learning to Learn</p> <p>Support with self-organisation</p> | <p>As for literacy and numeracy</p>  | <p>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p> <p>Speech and Language Therapist</p>          |

\* <http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/edexcel-certificate-mathematics.html>

\*\* <http://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/Maths.html#tab-1>



|   |  |   |   |   |
|---|--|---|---|---|
| <b>Language and Communication</b>       | Whole School Communication Strategy  | Language rich and language supportive curriculum  | Vocabulary Enrichment programme<br>Language For Thinking<br>Narrative Enrichment Programme  | Specialist assessment and / or bespoke support:<br>Speech and Language Therapist  |
| <b>Social, emotional, mental health</b> | Whole school behaviour policy<br>Whole school communication strategy<br>Pastoral support offer (sanctions as well as supportive input)<br>Restorative / mediation approaches | PSHE curriculum, with an emphasis on emotional / social / mental well-being<br><br>SEAL | Social Skills Groups<br>Mentoring / key worker<br>Anger support<br>Counselling<br>Behaviour support plan / Pastoral support plan<br>Nurture group | Specialist assessment and/or bespoke support:<br>Educational Psychologist<br>CAMHs / TAMHs<br>Alternative provision<br>Group / family / individual therapy<br>Social Services |
| <b>Attendance</b>                       | Whole school focus on attendance<br>(Incentives, etc.)   | PSHE curriculum – as above<br>School-home contact (form tutors)                         | In-school meetings with parents / carers<br>Attendance contract   | EWO<br>CAMHs / TAMHs<br>Social Services if needed   |
| <b>Physical / Sensory Needs</b>         | Accessibility plan   |   | As directed by specialist services  | Specialist support / input from:<br>Visual impairment / Hearing Impairment / Physical Disability Support Team   |
| <b>EAL</b>                              | Whole school teaching strategies for pupils with EAL<br><br>Differentiation to ensure pupils are fully immersed and able to participate                                      | Language curriculum for stage 1 and stage 2 learners                                    |   |   |



