



# SEND Policy (Primary)

## PURPOSE

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 Code of Practice 0 – 25, September 2014. This policy was created by the academy SENCo in collaboration with the SEND Link Governor and the Academy Leadership Team, taking into account the views of pupils, parents and relevant other stakeholders.

Date of last review:	September 2019	Author:	Camilla Oscroft
Date of next review:	September 2020	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	<b>Ark Academy</b>	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333

## POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Inclusion

## Policy Information

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

Role	Designated Person	Contact Details
SENCo	Camilla Oscroft (Sam Edmondson – Secondary SENCo has the NASENCo award)	<a href="mailto:c.lomax@arkacademy.org">c.lomax@arkacademy.org</a> <a href="mailto:s.edmondson@arkacademy.org">s.edmondson@arkacademy.org</a>
Senior leader who manages the SEND Department	Camilla Oscroft	<a href="mailto:c.lomax@arkacademy.org">c.lomax@arkacademy.org</a>
SEND Link Governor	Karin Barrett	<a href="mailto:kubarrett86@btinternet.com">kubarrett86@btinternet.com</a>
Designated teacher with safeguarding responsibility	Peter Watkins	<a href="mailto:p.watkins@arkacademy.org">p.watkins@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	Peter Watkins (PPG) Camilla Oscroft (LAC)	<a href="mailto:p.watkins@arkacademy.org">p.watkins@arkacademy.org</a> <a href="mailto:c.lomax@arkacademy.org">c.lomax@arkacademy.org</a>

## **Roles and Responsibilities**

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### **The SENCo**

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

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

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

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 SEN and disability. 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 SEN and disability 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 Principal**

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

## **Our vision, values and aims**

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

Ark Academy is a school with high standards, high expectations and is underpinned by our core values: Civitas, Excellence, Perseverance and Participation. Our goal is that every student, regardless of their background or privilege, can go to higher education or the career of their choice and participate fully in our democratic 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 SEN and disabilities 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 SEN and disabilities
- 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 SEN and disabilities the best chance of success
- make sure pupils have enough time both for core subjects and for extra-curricular activities

## **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 of all pupils is assessed upon entry to the academy, either as part of the Early Years Foundation Framework and Exaat baseline or through assessment against the national curriculum and standardised maths and reading tests in KS1 and KS2. This is in order to:

- form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points at least twice 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 in year 1 are also assessed nationally for phonics 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

## **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 and parent and pupil views.
- *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 as well as clear information for parents / carers
- *Reviewing* the impact on the pupil's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention

### **Tier 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 special educational needs and disabilities. 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.

### **Tier 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.

### **Tier 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:

Educational Psychology Service (EPS)

- A speech and language therapist
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Brent Outreach Autism Team (BOAT)
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level

Refer to Appendix A for a full list of assessments and interventions provided at Ark Academy.

### **Recording SEN and disabilities**

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

For each pupil with special educational needs and/or a disability, 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.

## **Support for families**

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

Specific support is provided at key transition points. At the end of reception parents/carers may talk to the SENCo about transition plans for starting Key Stage 1. Similarly at the end of Key Stage 2 parents / carers may approach the SENCo for support relating to Secondary School options.

Additional support to families is available through the local authority, whose Local Offer can be accessed here: <https://www.brent.gov.uk/localoffer>

Parents may also wish to get in touch with

Sharon Bourla

Brent SEND Information Advice and Support Service

Brent Civic Centre

Engineers Way

Wembley

HA9 0FJ

Tel 020 8937 3435

## **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.

<http://arkacademy.org/policies/supporting-pupils-medical-conditions>

## **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 SEN and/or disabilities 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 SEN and/or disabilities 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.

## **Training and resources**

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

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.

## **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. <http://arkacademy.org/school-policies/data-protection>

## **Accessibility**

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The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled pupils.

Physical access and access to learning for students with a disability are provided in full, in line with access provided to able-bodied peers.

Our accessibility plan can be viewed here: <http://arkacademy.org/school-policies/accessibility-plan>

## **Dealing with complaints**

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Our named person for all matters relating to special educational needs and disabilities is Camilla Oscroft for all pupils. They 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. <http://arkacademy.org/complaints>

## **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.



## 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.

## LINKS

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For ease of reference, we include the following Hyperlinks:

Document	Hyperlink
The Academy SEN Information Report	<a href="http://arkacademy.org/sites/default/files/Primary%20SEND%20Information%20Report%202019.pdf">http://arkacademy.org/sites/default/files/Primary%20SEND%20Information%20Report%202019.pdf</a>
Brent Local Offer	<a href="https://www.brent.gov.uk/localoffer">https://www.brent.gov.uk/localoffer</a>
Data protection policy	<a href="http://arkacademy.org/school-policies/data-protection">http://arkacademy.org/school-policies/data-protection</a>
Behaviour policy	<a href="http://arkacademy.org/sites/default/files/Behavior%20and%20Ethos%20Policy%20September%20%28Primary%29%2019-20%201.pdf">http://arkacademy.org/sites/default/files/Behavior%20and%20Ethos%20Policy%20September%20%28Primary%29%2019-20%201.pdf</a>
Ark Academy Accessibility Plan	<a href="http://arkacademy.org/policies/accessibility-plan">http://arkacademy.org/policies/accessibility-plan</a>
Policy for meeting the needs of pupils with medical conditions	<a href="http://arkacademy.org/policies/supporting-pupils-medical-conditions">http://arkacademy.org/policies/supporting-pupils-medical-conditions</a>
Ark Academy Complaints Procedure	<a href="http://arkacademy.org/complaints">http://arkacademy.org/complaints</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**

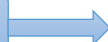
**AMBER / Yellow = Attainment / progress below average; gap between pupil and peers closing**

**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 (Class teacher, SENCo, T&L Lead)	<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 (Specialist teacher / SENCo)	Specialist assessment for diagnosis and / or advice to inform universal and targeted support (SENCo)
Attainment + progress: English <ul style="list-style-type: none"> <li>RWI phonics band progression</li> <li>EYFS ELGs in C&amp;L, Lit baseline</li> <li>KS1 and 2 reading and writing KPIs and PIRA</li> </ul>	Literacy difficulties	RWI 1:1 assessment DfL Literacy Assessment Battery GL Dyslexia Screening GL Dyslexia Portfolio Helen Arkell Spelling Test (HAST-2) British Picture Vocabulary Scale (BPVS) Check vision	SpLD teacher Ed Psych GP referral
	EAL	EAL Stages	EAL teacher
	Language and Communication Difficulties	Early Talk Bost/Talk Boost tracker Speech & Language Screening Assessment Check hearing	Speech and Language Therapist GP referral
Attainment + progress: maths <ul style="list-style-type: none"> <li>EYFS ELG in Mathematics, PUMA</li> <li>KS1 and 2 Mathematics KPIs, Maths Mastery end of unit tests, arithmetic data and PUMA</li> </ul>	Numeracy difficulties – <b>check gaps on KPIs first!</b>	The 15 minute norm-referenced mathematics test (KS2) CAT 4 quantitative (KS2) WRAT IV math computation (KS1 & 2)	Ed Psych
	Difficulties with abstract thinking		Ed Psych
Attainment + progress: across the curriculum	Moderate learning difficulties / general developmental delay	CAT 4 (KS2) Consider personal history	Paediatrician Ed Psych
Attendance Negative behaviour incidents Isolations / detentions Exclusions / at risk of permanent exclusion Socially isolated/withdrawn	Mental health problems	Strength and Difficulties Questionnaire The Boxall Profile	EWO CAHMs therapist Ed Psych Paediatrician
	Social Skills Difficulties	Pragmatics checklist / Talk Boost tracker social communication section	Speech and Language Therapist
	Family or social difficulties	Consider personal history	Social Services, Family support, Home-school liaison
Handwriting / coordination - EYFS PD ELG <ul style="list-style-type: none"> <li>KS1 and 2 observational information</li> </ul>	Motor Skills Problems	Motor skills checklist (EYFS/KS1) Diagnostic Assessment of Speed of Handwriting (DASH) Hedderly Sentence Completion Test	Ed Psych Occupational Therapist

## Appendix A: Inclusion Strategy

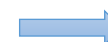
Whole School Strategy



Curriculum

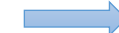


Targeted Support



Specialist Support

Cognition and Learning	English	Great Teaching Whole school literacy strategy	High quality guided reading and reading for pleasure opportunities Read Write Inc phonics Read Write Inc Get Spelling Talk for Writing Project Nelson whole school handwriting programme	Targeted Literacy support <ul style="list-style-type: none"> <li>• Additional 1:1 phonics tutorials</li> <li>• Catch-up Literacy</li> <li>• Daily Reading</li> <li>• Guided Reading group</li> <li>• Next day intervention with class teacher</li> </ul>	Assessment and/or bespoke support: Specific Learning Difficulties teacher Educational Psychologist
	Maths	Great Teaching	Mathematics Mastery	<ul style="list-style-type: none"> <li>• Targeted Number Support (based on KPI gaps analysis)</li> <li>• Maths Mastery interventions in YR and Y1 (counting, place value, number bonds, calculation) Number Box</li> <li>• Next day intervention with class teacher</li> </ul>	Assessment and/or bespoke support: Educational Psychologist
	MLD / GDD	Great Teaching Whole school approach / strategies for teaching pupils with generally low attainment Teaching Assistant Support	Adapted English and Maths curriculum for pupils with general low attainment: Nurture/curriculum support model Small steps learning Visual / Kinaesthetic learning Support with self-organisation	As for literacy and numeracy	Assessment and/or bespoke support: Educational Psychologist Speech and Language Therapist
Language and Communication		Whole School Communication Strategy	Language rich and language supportive curriculum	Early Talk Boost and Talk Boost Nuffield Early Language Intervention Black Sheep Press Narrative Groups Colourful Semantics Language for Thinking	Specialist assessment and / or bespoke support: Speech and Language Therapist



<b>Social, emotional, mental health</b>	Whole school behaviour policy Whole school communication strategy Pastoral support offer (sanctions as well as supportive input) Restorative / mediation approaches	Jigsaw curriculum	Social Skills Groups Mentoring Anger support Counselling Behaviour support plan / Pastoral support plan Nurture group Time to Talk Bang Edutainment Well-being Project Counselling (Jan 2020 onwards)	Specialist assessment and/or bespoke support: Educational Psychologist CAMHs School counsellor Alternative provision Group / family / individual therapy Social Services
<b>Attendance</b>	Whole school focus on attendance (Incentives, etc.)	Home school agreement Daily home/ school contact PSHE curriculum	In-school meetings with parents / carers Attendance contract	EWO CAMHs Social Services if needed
<b>Physical / Sensory Needs</b>	Accessibility plan		As directed by specialist services	Specialist support / input from: Visual impairment / Hearing Impairment / Physical Disability Support Team
<b>EAL</b>	Whole school teaching strategies for pupils with EAL Differentiation to ensure pupils are fully immersed and able to participate	EAL teacher providing in class support to pupils and teachers	Racing to English programme	