



Ark Conway Primary Academy

SPECIAL EDUCATIONAL NEEDS
AND DISABILITY POLICY

Ark



POLICY INFORMATION

Named personnel with designated responsibility for all matters associated with special educational needs and disabilities:

Role	Designated Person	Contact Details
SENCo (currently completing the NASENCo qualification)	Iida Uusinoka	020 3 249 1180 i.uusinoka@arkconwayprimary.org
Senior leader who manages the SEND Department	Lois Osborne	020 3 249 1180 l.osborne@arkconwayprimary.org
SEND Link Governor	Margaret O'Shea	Margaret.Oshea@arkonline.org
Designated teacher with safeguarding responsibility	Rebecca Carver Lois Osborne	r.carver@arkconwayprimary.org l.osborne@arkconwayprimary.org
Member of staff responsible for pupils with medical needs	Iida Uusinoka	As above
Member of staff responsible for managing PPG/LAC funding	Lois Osborne	As above

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
Sep 2014	Policy created	Daniela Grasso
Jan 2017	Policy reviewed	Joni Benjamin

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016/2017		

Dates of staff training for this academic year

Dates	Course Title	Staff

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1 COMPLIANCE

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, January 2015.

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.

2 ROLES AND RESPONSIBILITIES

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 Headteacher

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

3 OUR VISION, VALUES AND AIMS

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.

Our motto is *Inspire Excellence*. We believe that high aspirations and a collaborative work ethic are the way to success.

Each half term, we focus on our key value:

Aspiration, Respect, Perseverance, Honesty and Happiness.

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

4 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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 CEM 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 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 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 pupil'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 (2015):

- **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

At Ark Conway Primary 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 an Individual Pupil Profile (IPP). The IPP 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:

- An educational psychologist
- A speech and language therapist
- Specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- Occupational Therapist
- Child and Adolescent Mental Health Service (CAMHS)

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

6 RECORDING SEN AND DISABILITIES

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.

7 SUPPORT FOR FAMILIES

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 KS1. 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: <http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

8 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

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 (2015).

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

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.

10 TRAINING AND RESOURCES

We make every effort to ensure that staff at Ark Conway Primary 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.

11 STORING AND MANAGING INFORMATION

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.

Our accessibility plan can be viewed here on our website.

13 DEALING WITH COMPLAINTS

Our named person for all matters relating to special educational needs and disabilities is Joni Benjamin. 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

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

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

For ease of reference, we include the following Hyperlinks:

Document	Hyperlink
The Academy SEND Information Report	http://arkconway.org/sites/default/files/Conway%20SEND%20Information%20Report%201617.pdf
Hammersmith and Fulham Local Offer	http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0
Complaints Procedures	http://arkconway.org/sites/default/files/20141007%20Complaints%20policy%20FINAL_3.pdf
Data protection policy	http://arkconway.org/sites/default/files/Data%20Protection%20Policy%20-%20April%202015_7.pdf
Behaviour policy	http://arkconway.org/sites/default/files/Behaviour%20policy%202016.pdf
Academy Accessibility Plan	http://arkconway.org/sites/default/files/Accessibility%20Action%20Plan%202016-17%20%28updated%20June%202017%29.pdf

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

UNIVERSAL	Possible area/s of need	TARGETED	SPECIALIST
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 - RWI phonics band progression - EYFS ELGs in C&L, Lit and CEM baseline - KS1 and 2 reading and writing KPIs and PIRA	Literacy difficulties	RWI 1:1 assessment DfL Literacy Assessment Battery GL Dyslexia Screening Check vision Helen Arkell Spelling Check Question Level Analysis PUMA/PIRA	SpLD teacher Ed Psych GP referral
	EAL	EAL Stages	EAL teacher
	Language and Communication Difficulties	Early Talk Boost/Talk Boost tracker Check hearing	Speech and Language Therapist GP referral
Attainment + progress: maths - EYFS ELG in Mathematics, Maths Mastery end of unit tests, CEM baseline - KS1 and 2 Mathematics KPIs, Maths Mastery end of unit tests and PUMA	Numeracy difficulties	The 15 minute norm-referenced mathematics test (KS2) CAT 4 quantitative (KS2) WRAT IV math computation (KS1 & 2) Question Level Analysis PUMA/PIRA	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	Thrive 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 - KS1 and 2 observational information	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



Cognition and Learning	Literacy	<p>Great Teaching</p> <p>Whole school literacy strategy</p>	<p>High quality guided reading and reading for pleasure opportunities</p> <p>Read Write Inc phonics, spelling and Literacy and Language programmes</p> <p>Talk for Writing Project</p> <p>Nelson whole school handwriting programme</p>	<p>Targeted Literacy support</p> <p>English curriculum for pupils with weak literacy:</p> <ul style="list-style-type: none"> - Additional 1:1 phonics tutorials - Small group intervention - Pre-teaching - Fresh Start 	<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>Targeted Number Support</p> <ul style="list-style-type: none"> - Small group intervention - Five Minute Maths Box - Pre-Teaching 	<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/curriculum support model</p> <p>Small steps learning</p> <p>Visual/Kinaesthetic learning</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>

Whole School Strategy



Curriculum



Targeted Support



Specialist Support

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	Specialist assessment and / or bespoke support: Speech and Language Therapist
Social, emotional, mental health	Whole school behaviour policy Whole school communication strategy Pastoral support offer (sanctions as well as supportive input) Restorative/mediation approaches	SEAL	Social Skills Groups Mentoring/key worker Anger support Counselling Behaviour support plan/Pastoral support plan Nurture group	Specialist assessment and/or bespoke support: Educational Psychologist CAMHS Alternative provision Group/family/individual therapy Social Services
Attendance	Whole school focus on attendance (Incentives, etc.)	School-home contact	In-school meetings with parents/carers Attendance contract	EWO CAMHS Social Services if needed
Physical / Sensory Needs	Accessibility plan		As directed by specialist services	Specialist support/input from: Visual impairment/Hearing Impairment/ Physical Disability Support Team
EAL	Whole school teaching strategies for pupils with EAL Differentiation to ensure pupils are fully immersed and able to participate			