



Ark Conway Primary Academy

**SPECIAL EDUCATIONAL NEEDS
AND DISABILITY POLICY**

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Policy Information

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

Role	Designated Person	Contact Details
SENCO	Elyshia White SENCO	020 3 249 1180 e.white@arkconwayprimary.org
Senior leader who manages the SEND Department	James Elliott	020 3 249 1180 j.elliott@arkconwayprimary.org
SEND Link Governor	Milly Sandberg	Contactable through the SENCO or Head of School
Designated teacher with safeguarding responsibility	Elyshia White/ James Elliott / Hannah Bridges	As above
Member of staff responsible for pupils with medical needs	Elyshia White	As above
Member of staff responsible for managing PPG/LAC funding	James Elliott	As above

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
April 2020	Policy reviewed	Shakira Vaz
September 2020	Policy reviewed	Shakira Vaz
September 2021	Policy reviewed	Elyshia White
September 2022	Policy reviewed – staff changes	Elyshia White

CONTENTS

1 COMPLIANCE	4
2 ROLES AND RESPONSIBILITIES	4
3 OUR VISION, VALUES AND AIMS	5
4 IDENTIFYING SPECIAL EDUCATIONAL NEEDS	6
5 A GRADUATED APPROACH TO SEN SUPPORT	7
6 RECORDING SEN AND DISABILITIES	8
7 SUPPORT FOR FAMILIES	8
8 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS	8
9 MONITORING AND EVALUATION OF SEND PROVISION	9
10 TRAINING AND RESOURCES	9
11 STORING AND MANAGING INFORMATION	10
12 ACCESSIBILITY	10
13 DEALING WITH COMPLAINTS	10
14 REVIEWING THE POLICY	10
15 EQUALITY IMPACT STATEMENT	11
16 LINKS	11

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 Principal

The Principal 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.

SEND provision at Ark Conway builds on our principle of knowing every child and using that knowledge to ensure all children with SEND make excellent progress from their starting points and above those of national averages. The child is at the centre of everything we do and as such, we will work with and alongside children and their families to promote early identification of any support needed as we recognise that the sooner we identify and put in place support needed, the more successful our children will be. At the same time as providing effective support, we aim to build every child's independence as we know ultimately, we are preparing them for a successful and independent life. We will always work alongside children and their families to make key decisions, as well as in any planning and reviewing processes because we know that parents are the first educators of their child. We aim to adopt a whole-school approach to providing for the needs of children with SEND and to ensure that all staff have the knowledge and skills needed to support these children to make progress. We are a learning community and therefore believe that it is important to work with other schools both in our ARK network and borough network as well as external professionals to make sure that our SEND knowledge, expertise and skills are up to date. We also work collaboratively with other professionals in a joint up way to ensure any support is appropriate, evaluated on an ongoing basis and lead by best practice.

Our whole-school 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 Courage.

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
- An Occupational Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- TBAP Intervention Team Primary

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.

<https://arkconway.org/page-strips/our-policies-5>

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 NASENCO training days, SENCO network meetings at both Local Authority and Ark Network level 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 on our website: <https://arkconway.org/page-strips/our-policies-5>

13 DEALING WITH COMPLAINTS

Our named person for all matters relating to special educational needs and disabilities is Miss Elyshia White/ Mr James Elliott. 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.

<https://arkconway.org/page-strips/our-policies-5>

14 REVIEWING THE POLICY

The Governors and Principal 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 SEN Information Report	https://arkconway.org/page-strips/our-policies-5
LBHF Local Offer	http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0
Data protection policy	https://arkconway.org/page-strips/our-policies-5
Behaviour policy	https://arkconway.org/page-strips/our-policies-5
Ark Conway Academy Accessibility Plan	https://arkconway.org/page-strips/our-policies-5
Policy for meeting the needs of pupils with medical conditions	https://arkconway.org/page-strips/our-policies-5
Ark Conway Academy Complaints Procedure	https://arkconway.org/page-strips/our-policies-5



Ark Conway Whole School Provision Map 2022-23

	Universal	Targeted	Specialist
Communication & Interaction	<ul style="list-style-type: none"> • Habits of Discussion • Targeted questioning (Blanks) • Class visual timetable • Widigit symbols 	<ul style="list-style-type: none"> • LSA led speech & language interventions • LSA led KS1 Lego therapy group • Talk Boost / NELI • Colourful Semantics • Fast Track Tutoring – RWInc intervention 	<ul style="list-style-type: none"> • NHS Speech & language therapy packages of support • Unlocking Language Speech & language therapist-led intervention • ASD Outreach Support • Queensmill ASD school • INSPIRE ASD
Cognition & Learning	<ul style="list-style-type: none"> • Working walls • Word banks, visual and concrete resources on desks • Maths manipulatives in consistent use 	<ul style="list-style-type: none"> • Co-teacher led RWI interventions • Teacher led interventions (pre-teaching and misconceptions) • Teacher/Co-Teacher Toe by Toe reading intervention • Maths intervention – Third Space Learning 	<ul style="list-style-type: none"> • West London Zone literacy support
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Assemblies and values • Class rewards and sanctions • Zones of Regulation spaces and whole-class sessions (targeted year groups) • Mind up curriculum • Jigsaw PSHE curriculum • Forest School • Gardening sessions 	<ul style="list-style-type: none"> • Individual behaviour trackers/charts • Monitor roles and responsibilities • Co-teacher/LSA led social skills groups • Zones of Regulation sessions • Lego Groups • ELSA group/individual intervention 	<ul style="list-style-type: none"> • West London Zone activities and Place2Be counselling • Behaviour Intervention teacher (TBAP) • CAMHS referral • Educational Psychologist referral • AP Placements • Social Stories
Physical and Sensory	<ul style="list-style-type: none"> • Pencil grips • Writing slopes • Wobble/wedge cushions • Theraputty • Mini-trampoline 	<ul style="list-style-type: none"> • LSA led fine motor / gross motor interventions • LSA led sensory circuit sessions • Ear defenders • Sensory/fidget toys 	<ul style="list-style-type: none"> • Children’s and Young People’s Occupational Therapy service • SEN OT service • School nurse referral • INPIRE HI



Ark Conway Whole School Assessment Overview 2022-23

	Universal	Targeted	Specialist
Communication & Interaction	<ul style="list-style-type: none"> Targeted questioning (Blanks) Pupil Progress discussions RWInc phonics assessments Widgit symbols used in classroom environment/ staff and on lessons resources/ classroom displays 	<ul style="list-style-type: none"> Check hearing at GP School nurse checks for dental and hearing 	<ul style="list-style-type: none"> NHS Speech & language assessment ARK Speech & language therapist-led assessment INSPIRE ASD reports
Cognition & Learning	<ul style="list-style-type: none"> Maths Mastery pre and post unit assessments Pupil Progress meetings including analysis of RWM data NGRT reading assessments/ Benchmarking 	<ul style="list-style-type: none"> Phonics lead: RWI assessments SEND governor/ SENCO lead: GL online Dyslexia Screener for Year 3 cohort 	<ul style="list-style-type: none"> SpLD teacher assessment Educational Psychologist assessment West London Zone outreach partner assessment
Social, Emotional and Mental Health	<ul style="list-style-type: none"> Attendance and punctuality monitored Negative behaviour incidents logged and recorded. Parent discussion and reintegration meetings Exclusions / at risk of permanent exclusion 	<ul style="list-style-type: none"> Individual behaviour for learning targets Strength and Difficulties Questionnaire 	<ul style="list-style-type: none"> West London Zone outreach partner assessment Behaviour Intervention teacher (TBAP) assessment CAMHS assessment Educational Psychologist assessment
Physical and Sensory	<ul style="list-style-type: none"> Handwriting observation Specific considered seating choices 	<ul style="list-style-type: none"> LSA/CT: handwriting checklist Fidget toys or blu-tack Sensory boxes Zones of Regulation in calming corners in classrooms 	<ul style="list-style-type: none"> Children's and Young People's Occupational Therapy assessment ELSA interventions Zones of regulation intervention on 1:1 basis

