



Ark Byron
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
Inclusion Lead	Carly Biggam	info@arkbyron.org
SEND Link Governor	Tatiana Solomon	info@arkbyron.org
Designated teacher with safeguarding responsibility	Fiona Kaplan	info@arkbyron.org
Member of staff responsible for pupils with medical needs	Carly Biggam	info@arkbyron.org
Member of staff responsible for managing PPG/LAC funding	Fiona Kaplan	info@arkbyron.org

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
Sep 2014	Policy created	Ark Central
Sep 2016	Policy reviewed	Stephanie Bryan
Sep 2017	Policy reviewed	Carly Biggam

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2014	September 2014	Joshua Perry
2016	September 2016	Claire Dacham
2017	September 2017	Claire Dacham

Dates of staff training for this academic year

Dates	Course Title	Staff
September 2017	Creating an Inclusive Classroom & The Graduated Response	All staff
October 2017	Makaton briefing	All staff
November 2017	Colourful Semantics	All staff
	Talk Boost Intervention Training	EYFS Team & Intervention Co-Teacher
	Makaton Taster Workshop	1:1 LSA
November 2017	Epilepsy Action Online Training	All staff
Spring Term	Autism Awareness	All staff
	Individual Learning Plans	All staff
Summer Term	Transition planning	All 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, September 2014. This policy was created by Ark Central and will be reviewed and revised by the Ark Byron Inclusion Lead, taking into account the views of pupils, parents and relevant other stakeholders.

2 ROLES AND RESPONSIBILITIES

The SENCo

The SENCo role at Ark Byron Academy is performed by the Inclusion Lead, who 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 Information Report and a link to the Local 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 have the "courage to reach for the sky!" We drive this through our academy values of:

- Explore
- Endeavour
- Excel

Our aim is that all pupils develop a lifelong love of learning and the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

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 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. Our Inclusion Lead coordinates specialist training for all staff to ensure that they are aware of early indicators of special educational needs. We also work with organisations such as Read, Write Inc, Drive for Literacy, Mathematics Mastery and ICAN to provide a range of catch-up interventions for children not making expected progress in their speech and language, reading, writing and maths. We also work with a range of specialists such as speech and language therapists, educational psychologists, occupational therapists and sensory impairment services to ensure that specialist assessment and advice is provided as soon as a need is identified.

We arrange a home visit for all pupils prior to starting at the academy to discuss any concerns or additional needs with parents. Pupils with an already identified special educational need (either with or without an Education, Health and Care Plan) will be recorded on the school's database and a transition meeting will be arranged with the class teacher and Inclusion Lead to agree support strategies in school.

In addition, we assess all pupils on entry to the academy to establish a baseline against the early Years Framework (or relevant national curriculum stage for children arriving after reception). The senior leadership team and class teacher then set individual targets and review progress against these every 6 weeks.

For pupils who fall behind or whose development is significantly behind that of their peers, the class teacher and Inclusion Lead will raise concerns with parents and discuss support options. This may be short-term, targeted support (e.g. in speech and language, reading or maths interventions) in order to close the gap. These interventions will be delivered by a trained member of staff and monitored by the class teacher and Inclusion Lead against specific targets. Parents will be kept informed as to their child's progress.

Where learning needs appear complex, it may be that a referral is made to an external professional such as a speech and language therapist or educational psychologist in order to provide specialist assessment. Parental consent will always be sought prior to referral and the pupils' needs, once identified, will be recorded on the school database and a support plan agreed with the class teacher and parents. The Inclusion Lead will coordinate the input of specialists in school and ensure that the class teacher and parents are involved in ongoing review and discussions regarding support.

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

At Ark Byron 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 every 6 weeks 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 pupils and their parents to gain as full an understanding of their learning needs as soon as possible. For children with special educational needs, we share information through a 1-page profile that is developed with the pupil, parent and teacher and reviewed each term.

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 pupil progress discussions show 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
- An occupational therapist or physiotherapist
- Specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- The school's play therapist
- Ealing's Child and Adolescent Mental Health Service
- Ealing's Primary Behaviour Service
- Other specialist organisations, e.g. National Autism Society, Symbol UK

For students with EHC plans for severe and/or multiple learning needs we adapt the teaching timetable to ensure sustained progress for these children.

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 Inclusion Lead 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 and the provision to be made. This will make up the academy SEN/D database.

Records of interventions and support for all pupils, not just those with an identified special educational need, are recorded on the graduated response chart for each class and reviewed every 6 weeks through pupil progress meetings.

The Inclusion Lead will ensure that parents are involved in the assessment and identification of any special educational need and are informed once their child's needs are recorded on or removed from the school database.

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. We also arrange an annual workshop with Ealing Family Information Services to ensure that parents are aware of the local offer and who to contact for more information:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0>

Specific support is provided at key transition points. At the start of reception, a home visit will be made for all pupils and a follow up visit where needed by the Inclusion Lead to agree a transition plan for starting school. At the end of reception parents/carers will be invited to meet with the Inclusion Lead to agree a transition plan for starting KS1. Similarly at the end of Key Stage 2 parents / carers will be invited to discuss Secondary School options and the Inclusion Lead will support in arranging visits and signposting options for specialist provision.

For parents requiring support at home, the Inclusion Lead can also make referrals to Ealing's early Help Team, Parenting Support Service and (through the Child Development Team) access support from specialist health visitors and the school nurse team.

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 (2014).

Please see the academy's policy on supporting pupils with medical conditions for more information.

9 MONITORING AND EVALUATION OF SEND PROVISION

The progress of all pupils both academically and in terms of their health and wellbeing is monitored every 6 weeks through pupil progress meetings with the class teacher. These are attended by the Inclusion Lead and 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 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 in line with specialist advice from the Inclusion Lead and external professionals.

The progress of pupils who receive targeted or specialist support is measured against intervention specific baselines and targets. For example, pupils in reception with delayed speech and language skills will be assessed using the Talk Boost tracker to establish a baseline and then receive 10 weeks of the Talk Boost intervention by a trained teaching assistant. At the end of the intervention, the assessment is repeated to decide whether the pupil has made sufficient progress or if more specialist support is needed. Parents are kept informed as to progress against these targets and also invited to meet with specialist professionals and discuss progress with the Inclusion Lead.

In addition to the above, for pupils with an Education, Health and Care Plan there is an annual review meeting, at which progress and provision are considered and – if needed – changes are made to the plan.

10 TRAINING AND RESOURCES

We make every effort to ensure that staff at Ark Byron 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. Our training programme is coordinated by the Inclusion Lead and reviewed each year to take into account the needs of the pupils in the school and specific requirements for individual members of staff. We have links with a range of specialists which enables us to access training across the 4 broad areas of need as set out in the Code of Practice 2014. We also ensure that parents are involved in training where possible and that information is shared between home and school.

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 an 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.

The Inclusion Lead 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 academy website.

12 ACCESSIBILITY

We welcome our duty under the Equality Act 2010 to ensure that the academy is fully accessible to all pupils. Our building is wheelchair accessible and we work with Ealing's sensory impairment team, occupational therapy and physiotherapy service and speech and language therapy team to ensure that reasonable adjustments are made for individual pupils where needed.

As per section 5, our teachers are trained to differentiate and make reasonable adjustments in class to accommodate the needs of their pupils. The Inclusion Lead also works with class teachers and external providers to undertake the necessary risk assessments and ensure that school trips and afterschool clubs are accessible to all.

13 DEALING WITH COMPLAINTS

Our named person for all matters relating to special educational needs and disabilities is our Inclusion Lead, Carly Biggam. 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 in the Complaints Policy.

14 REVIEWING THE POLICY

Governors, the Headteacher and Inclusion Lead, paying regard to views expressed by pupils, 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.

