



Ark Byron Primary Academy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



POLICY INFORMATION

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

Role	Designated Person	Contact Details
SENCo	Alison Berry	info@arkbyron.org
Inclusion Lead	Carly Biggam	info@arkbyron.org
SEND Link Governor	Courtney Gainer	info@arkbyron.org
Designated teacher with safeguarding responsibility	Alison Berry	info@arkbyron.org
Member of staff responsible for pupils with medical needs	Alison Berry	info@arkbyron.org
Member of staff responsible for managing PPG/LAC funding	Dominic Smith	info@arkbyron.org

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
Sep 2014	Policy created	Ark Central
Sep 2016, 2017, 2018, 2019, 2020,	Policy reviewed	Stephanie Bryan, Carly Biggam
Sept 2022	Policy reviewed	Alison Berry

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2014	September 2014	Joshua Perry
2016	September 2016, 2017, 2018, 2019, 2020	Claire Dacam
2021	September 2021	Claire Dacam

Dates of staff training for this academic year

Dates	Course Title	Staff
Autumn Term	The graduated response and SEN Support at Ark Byron	All staff
	Attachment theory (Play therapist)	All staff
	Clicker to support writing	All staff
	Touch typing (TTRS)	Support staff
	Training for specific medical needs	Selected Teachers/ TAs/SENCO
	Intensive interaction	EYFS, KS1, TAs
	Zones of regulation	New members of staff/ those who would like a recap TAs
	Provision Map (online)	TAs
Spring Term	Precision teaching (reading)	TAs
	Supporting children with ASD (Ealing)	Identified staff
Summer Term	Self-regulation strategies/ Zone of Regulation.	Teachers
	Occupational Therapy strategies	
	Mental Health First Aid	NS and CB
Ongoing	Book of Beasties intervention	ND
	Pupil profiles and provision map	All staff
	Pupil handover meetings	All staff
Ongoing	Springhallow outreach support for children with ASD	Individual teachers and support staff delivering programmes
	Delivery of individual support programmes (led by SENCO and/or Inclusion Lead and relevant specialists, e.g. speech and language therapist, occupational therapist, Ealing primary Centre, Specialist Dyslexia Teacher)	
	ELSA support	NS

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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 both the SENCo and the Inclusion Lead, who have 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/Inclusion Lead provide professional guidance to colleagues with the aim of securing high quality teaching for students with SEN and disabilities, and work closely with students, parents and other professionals to ensure students with SEN and disabilities receive appropriate support.

The SENCo/Inclusion Lead play an important role with the Principal 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/Inclusion Lead is also responsible for the following:

In relation to each of the registered pupils who the SENCo/Inclusion Lead 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 SEND
- 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 and disability
- Assuring the governing body that the school website publishes the school's SEN Information Report and a link to the Local 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 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, ensuring that 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 follow the ‘assess, plan, do, review’ cycle and use half-termly pupil progress meetings between class teams and the senior leadership team to track specific targets and ensure that pupils with emerging difficulties are identified as early as possible.

In addition, 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 SENCo/Inclusion Lead to agree support strategies in school.

Our staff have a clear understanding of the four broad categories of need as set out in the SEN Code of Practice and our Inclusion Lead works closely with teachers so that pupil needs can be identified quickly and support put in place. Regular communication with parents / carers at the start and end of day as well as through termly consultation meetings also ensures that concerns from home are picked up and concerns from school are shared. At the beginning of the school year, a transition meeting is organised with the teacher, parents and SENCo/Inclusion Lead to discuss what is going well, any areas of concern, and set targets for the up-coming term. Parents / carers can also request a meeting with the class teacher and SENCo/Inclusion Lead should they wish to discuss a specific concern.

The four broad categories of need are:

- **Communication and interaction** needs refer to those pupils who experience difficulty with speech, language and communication
- **Cognition and learning** needs refer to those pupils who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes pupils 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 are manifested in different ways, such as pupils becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Pupils who have difficulty paying attention, or forming attachments with adults also fall into this category.
- **Sensory and / or physical** needs refer to those pupils who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available. This includes hearing and visual impairment as well as a physical disability.

If a pupil shows signs of a difficulty in one or more of the above areas, a meeting is held between the teacher, parent / carer and SENCo/Inclusion Lead to agree next steps. This may lead to the teacher using specific strategies in class as part of their quality first teaching and differentiation. It may also lead to further assessment and some short-term, targeted support from within the school’s staff and resources (see table below). This does not mean that the pupil is placed on the SEN database, however the SENCo/Inclusion Lead and class teacher will continue to monitor

progress against specific targets over an agreed period of time. In many cases this level of support will be sufficient to enable the pupil to make good progress and remove barriers to learning.

If a pupil requires a level of ongoing or specialist support beyond the targeted provision available in school, the SENCo/Inclusion Lead will obtain parental consent for a referral to be made. The school has links with a range of specialists (see table below) and is committed to working collaboratively to plan and deliver support based on assessments and advice received. At this point, the pupil will be placed on the SEN database and the SENCo/Inclusion Lead will record the specific area of need and provision required. This provision may continue to be delivered through quality first teaching and targeted support but the SENCo/Inclusion Lead will also coordinate input from the specialists involved to inform this process. Parents / carers will have the opportunity to meet with specialists in school and targets and advice will be shared by the SENCo/Inclusion Lead. A termly review meeting with parents, the teacher and the SENCo/Inclusion Lead will be arranged for children placed on the SEN database

For a small number of pupils requiring a more individualised or intensive level of specialist help, the school may need to apply to Ealing Council for an Education, Health and Care Needs Assessment. In this case, the SENCo/Inclusion Lead will coordinate a meeting between the parents / carers and specialists involved and obtain parental consent to send a request to Ealing Council SEN Assessment Service (SENAS). Parents / carers can also directly request an Education, Health and Care Needs Assessment.

Once a request is submitted, an EHC Coordinator from SENAS will present the request to the SEND Panel and inform the school and parent/carer of the decision to either proceed with an assessment or continue to meet the pupil's needs from within the school's resources. Should an assessment be agreed, the EHC Coordinator will seek information and views, in the form of a report, from the parent, pupil and all people working with the pupil. They will produce a Draft SEN Support Plan, in which parents / carers and the pupil will be able to express their preference for educational provision. This is then presented to the SEND Panel and the EHC Coordinator will write or email the school and parent / carer with the decision.

5 A GRADUATED APPROACH TO SEN SUPPORT

At Ark Byron we provide a 3-tiered approach to supporting all pupils, starting with high quality teaching that is differentiated to meet the needs of the class. We then use the graduated approach of 'assess, plan, do, review' to monitor pupil progress each half term and provide a gradually more targeted and specialist level of support according to the four broad areas of need. This is outlined in the table below and recorded for each class teacher on a Graduated Response Chart, overseen by the SENCo/Inclusion Lead.

Table 1: Overview of Quality First Teaching, Targeted and Specialist Support at Ark Byron Primary Academy

Area of Need	Quality First Teaching	Targeted support	Specialist support
Communication and Interaction	<p>Differentiated teacher talk (chunking instructions and supporting visually with symbols/signs)</p> <p>Differentiated questioning using Blank's levels</p> <p>Makaton signs to support spoken language and understanding</p> <p>Communicate In Print software to produce symbol supported text</p> <p>Checking for understanding and use of task planners</p> <p>Visual timetable, now and next board</p> <p>Colourful semantics – sentence strips</p> <p>Good listening prompts</p> <p>Word banks, word maps, mind maps and vocabulary pre-teaching</p> <p>Sentence starters</p>	<p>Talk Boost Tracker and Talk Boost Intervention (EYFS)</p> <p>Nuffield Early Language Intervention and Language Screener (EYFS)</p> <p>Ealing NHS Phonological Awareness Group (EYFS)</p> <p>Ealing NHS Social Skills Group (EYFS)</p> <p>Colourful Semantics 1:1 or small group</p> <p>Black Sheep Press Story Starters</p> <p>Black Sheep Press Narrative</p> <p>Language for Thinking programme 1:1 speech and language programmes</p> <p>Lego Therapy</p> <p>Social Stories</p>	<p>Unlocking Language (School Speech and Language Therapist – children with non Ealing GP and Language Difficulties in KS1 & 2)</p> <p>NHS Speech and Language Therapist – for children with Ealing GP in EYFS or with ongoing speech sound/social communication needs in KS1&2, and EHCP</p> <p>Symbol UK Speech and Language Therapist – children with Down Syndrome</p> <p>Springhallow Special School Autism Outreach Teachers - support on request for children with autism</p> <p>National Autism Society EarlyBird Courses - parent support for children with autism</p> <p>Child Development Team / CAMHS – assessment route for ASD depending on age and GP address</p>
Area of Need	Quality First Teaching	Targeted support	Specialist support
Cognition and Learning	<p>Differentiated teaching using small steps and the relevant assessment framework (e.g. Headstart assessments)</p> <p>Catch-up / repeated phonics and maths in</p>	<p>1:1 phonics tuition</p> <p>Reading Plus KS2</p> <p>Coram Beanstalk 1:1 reading</p> <p>1:1 reading (using PM Benchmark)</p> <p>Precision Teaching</p> <p>Additional spelling</p>	<p>Ealing - Educational Psychologist</p> <p>Child Development Team – paediatric assessment (check GP address for different teams)</p> <p>Castlebar Special School –</p>

	<p>small groups</p> <p>Reading and scribing support from adults in class</p> <p>Talking postcards to support working memory when writing</p> <p>Visual supports for reading and writing (word banks, working wall, phonics sound chart, alphabet strips)</p> <p>Concrete manipulatives to support maths (Numicon pieces, cubes and counters, number lines, number beads, multiplication squares and part-whole models with blocks/dienes)</p>	<p>assessment to identify specific barriers (Helen Arkell Spelling Test / Single Word Spelling Test)</p> <p>Additional reading assessment to identify specific barriers (York Assessment of Reading Comprehension, Salford Reading Assessment, PhAB)</p> <p>Additional maths assessment to identify specific barriers (gap analysis)</p>	<p>training and advice</p> <p>Specialist Teacher SpLD</p>
<p>Social, Emotional and Mental Health</p>	<p>Movement breaks</p> <p>Zones of regulation – feelings charts</p> <p>Brain breaks throughout the day</p> <p>Circle time</p>	<p>Daily check-ins</p> <p>School counsellor sessions for parents and children</p> <p>Book of Beasties</p> <p>Draw Upon Your Emotions</p> <p>The Space – play therapy self-referral service for pupils</p> <p>ELSA (Emotional Literacy Support Assistant)</p>	<p>Educational Psychologist</p> <p>Ealing Primary Centre Outreach Teachers (on request)</p> <p>Child Integrative Psychotherapist for children and parents</p> <p>Ealing Early Help via EHAP/ECIRS referral (includes Family Coaching Service)</p> <p>CAMHS – includes assessment for ADHD (different services for different GP addresses)</p>
<p>Physical and Sensory</p>	<p>Writing aids – pencil grips, writing slopes</p> <p>Supported seating – wobble cushions, pedals</p>	<p>Proprioceptive activities</p> <p>1:1 occupational therapy programmes</p> <p>1:1 occupational therapy programmes</p>	<p>NHS Occupational and Physiotherapy support via referral</p> <p>Ealing Sensory Impairment Team</p>

	under desk Movement breaks Fidget object Seating arrangements and low stimulus areas Adapted resources based on sensory impairment team advice Sensory equipment in room		
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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/Inclusion Lead will record on the academy data management system (Scholarpack) their broad area/s of need 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 and will be uploaded onto the online Provision Mapping tool, giving parents the opportunity to view from home.

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 SENCo/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 adopt a parent / carer and pupil-centred approach to planning and supporting SEN and/or disabilities. We ensure that parents / carers are kept informed of their child's progress through termly progress reports and regular updates on individual targets, including the opportunity to meet with specialists involved in their child's support. Parents / carers can speak to class teachers at the start and end of the school day and arrange to meet with the teachers and the SENCo/Inclusion Lead at any point in the year should they require more detailed discussion of a particular issue or concern. For children with an Education, Health and Care Plan the SENCo/Inclusion Lead also organises an annual review to ensure the provision in place continues to meet the pupil's needs.

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 SENCO/Inclusion Lead to agree a

transition plan for starting school. At the end of reception parents/carers will be invited to meet with the SENCO/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 SENCO/Inclusion Lead will support in arranging visits and signposting options for specialist provision.

For parents requiring support at home, the SENCO/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. 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. Links to the Local Offer as well as local support services can be found on our website.

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 SENCO/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. Where pupils are working well below the level of the relevant key stage, the SENCO/Inclusion Lead will support teachers to use appropriate assessment and set ambitious targets (for example using the Pre Key Stage Standards).

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 SENCO/Inclusion Lead and external professionals. Additional support and individual targets are recorded on class Graduated Response Charts to ensure that the class teacher can maintain oversight of all pupils' progress, including those accessing support outside of class.

The progress of pupils who receive targeted or specialist support is measured against intervention specific baselines and targets relevant to their area of need. 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 SENCo/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 SENCo/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 SENCo/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 persons for all matters relating to special educational needs and disabilities are our SENCo and Inclusion Lead. 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 in the Complaints Policy.

14 REVIEWING THE POLICY

Governors, the Principal and SENCo/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.