Special Educational Needs (SEN) and Disabilities Policy

2020-21

Purpose:

The purpose is to outline how we meet the needs of pupils with SEN or a disability.

This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND Code of Practice 0 – 25, September 2014. This policy was created by the academy SENCo in collaboration with the SEND Link Governor and the Academy Leadership Team, taking into account the views of pupils, parents and relevant other stakeholders.

Date of last review:	September 2020	Author:	Education Directors
Date of next review:	September 2021	Owner:	Education Directors
Type of policy:	☐ Network-wide ☒ Tailored by school	Approval:	Management Team
School:	Ark Pioneer Academy	Key Contact Name:	Governance Team
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ARK MODEL

Component	Element
☐ Strategic Leadership & Planning ☐ Monitoring, Reporting & Data ☐ Governance & Accountabilities ☐ Teaching & Learning ☒ Curriculum & Assessment ☐ Culture, Ethos & Wellbeing ☐ Pathways & Enrichment ☐ Parents & Community ☐ Finance, IT & Estates ☐ Our People	Secondary Special Educational Needs (SEN) and Disabilities

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1. Introduction

At Ark Pioneer, children with Special Educational Needs and / or Disabilities (SEND) are defined as those with persistent, identifiable educational or physical difficulties.

★ **High expectations**
All children, regardless of SEN, are expected to make progress in line with ARK's expectations. Children with statements of SEND are given the support and challenge they need to make the best possible progress.

★ **Excellent teaching**
Meeting the needs of children with SEND is a **whole academy responsibility.** At Ark Pioneer, accountability at every level ensures we reduce the number of children on our SEND registers and the number of children who are excluded from our schools.
We train our teachers to understand the needs of every child and to regularly, systematically and thoroughly review their progress. We expect all teachers to be teachers of every child and to adjust their teaching to enable all children to make progress.

★ **Early identification**
We identify children who have SEND through screening and assessment when they join the academy and if there is a cause for concern, at any other time.

★ **Impactful intervention**
We support the use of high impact teaching programmes and techniques to enable those who have fallen behind and those with identified needs to make the required progress.

★ **Regular review and response**
All children identified as having SEND have a specific learning plan which is reviewed every term and adjusted to meet their needs.

2. **Our SEND Provision**

We have a number of systems in place to ensure our SEN students are supported to achieve their potential. They are based on the five principles set out above.

High expectations:

All teachers are responsible for supporting all students to meet our expectations.

Our routines at and structures at Ark Pioneer are SEN friendly, to ensure solid foundations from which teachers can further build in support where needed. Our *Behaviour Policy* has further detail on this. We differentiate by starting with high expectations, and then finding a way in which we can support all pupils to meet these expectations

Excellent teaching:

Excellent teaching is one of the six pillars underpinning our vision at Ark Pioneer. Our teachers will be passionate subject and curriculum experts, with an excellent understanding of the intellectual journey they will be taking their pupils on.

Each lesson will be underpinned by high expectations and teachers will challenge every child while fostering a curiosity for learning. Lessons will be planned effectively and teachers will allow adequate time to embed new knowledge, understanding and skills. We will emphasise progress rather than attainment and our teachers will systematically check pupils' understanding, acting to correct any misconceptions. Every pupil will be provided with individual feedback aimed at moving his or her learning forward. Our *Teaching & Learning Handbook*, featuring the Ark *Great Teacher Rubric*, has further detail on this.

At Ark Pioneer, SEN support will be primarily delivered through our mainstream curriculum offer (see *Ark Pioneer Graduated Approach* diagram below). Our teachers will have detailed training on special educational needs and disabilities, so that they have a clear understanding of the main categories of SEN and therefore plan in a strategic and holistic way.

Early identification: Baseline testing and screening

We ensure that every child in Year 7 is screened at the start of the school year and that every child joining an ARK the Academy after this point is screened on entry. 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.

1. On entry, all pupils will be tested to determine their reading age. This data will inform immediate interventions/support:

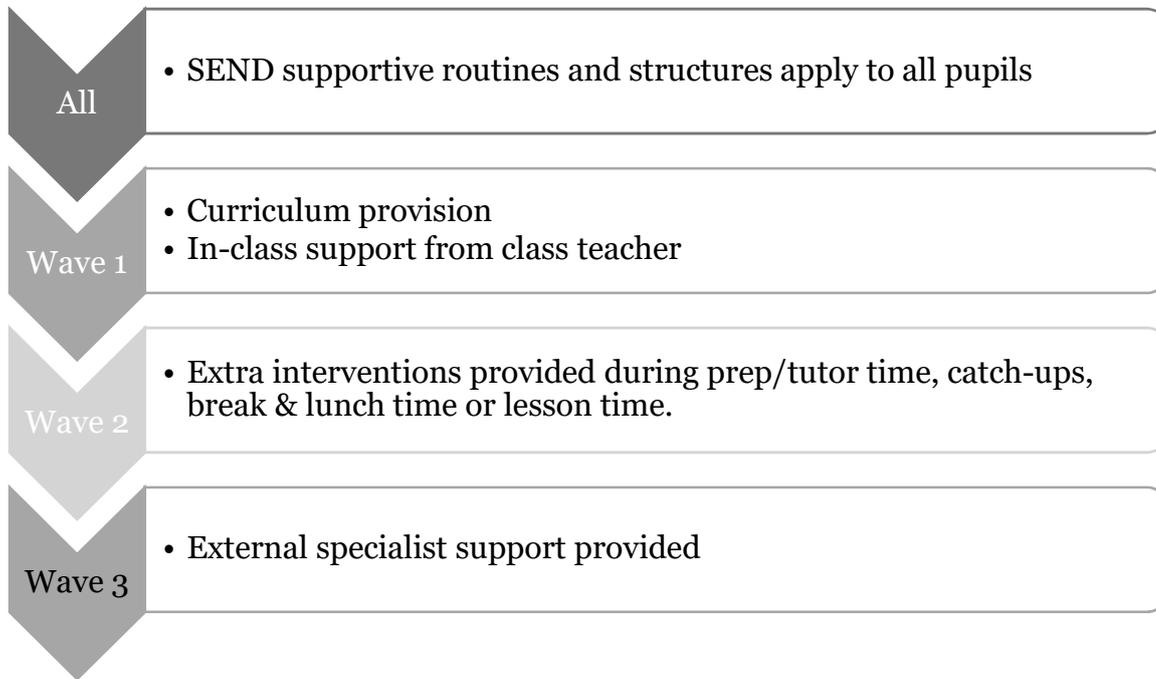| KS2 Results used as a starting point			
Standardised Reading score 100+	**Standardised Reading score <100**		
No further testing needed at this point	Pupil takes a 1:1 WRAT4 test & a decode score is obtained for them		
	WRAT4 Score = 60 - 80 *Reading intervention needed*	WRAT4 Score = 81 - 90 *Reading intervention needed*	WRAT4 Score = 90+ *Reading intervention need unlikely*
	★ Pupil starts Ruth Miskin's *Read Write Inc* Reading Intervention on Module 1 ★ Introductory unit can also be used for pupils mainly 60-70 ★ 8 pupils per group	★ Pupil starts Ruth Miskin's *Read Write Inc* Reading Intervention on Module 8	★ If reading age is 9.6 years or above, no extra reading lessons put in place ★ Pupils with a reading age below 9.6 years must be looked at on a case by case basis. They may benefit from a reading intervention programme.

2. The attainment in English and mathematics of all pupils is assessed upon entry to the academy in order to supplement the information we have about the pupils starting points in addition to Primary School English, reading writing and maths results. Progress 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. Children who are behind the expected levels in English and Mathematics are not automatically designated as having Special Educational Needs, but are provided with the teaching they need to make the progress required. It is only after this additional support has identified a persistent problem that a child may be said to have SEN.
3. Pupils that are not responding to wave 1 interventions will be identified after 6 weeks of teaching – at the end of the first autumn half term.
4. We will ensure that pupils are supported effectively to meet their needs. This will be reviewed regularly. Extra or more specialised intervention will only be introduced if the pupil does not respond to the wave 1 interventions put into place.
5. 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:
    a. **Communication and interaction** needs refer to those students who experience difficulty with speech, language and communication
    b. **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
    c. **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.

d. **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

Impactful intervention

We support the use of high impact teaching programmes and techniques to enable those who have fallen behind and those with identified needs to make the required progress.

Our Graduated Approach

All
- SEND supportive routines and structures apply to all pupils

Wave 1
- Curriculum provision
- In-class support from class teacher

Wave 2
- Extra interventions provided during prep/tutor time, catch-ups, break & lunch time or lesson time.

Wave 3
- External specialist support provided

Our Graduated Approach

Level	Pupil Profile	Data	Accountability	Actions, strategies and focus	SENCO Actions
All	• All pupils	• NA	• All (consistent)	• Lesson question displayed • Quiet corridors • 'What to do' approach to behaviour • Tier 2 vocab focus • Weekly check • Making learning concrete – use of visuals and examples • Tutor time – home learning and behaviour support	• Whole school CPD • Lesson observations • Pastoral meetings
Wave 1 Universal	• Lack of academic progress in one or two subject areas • Challenging behaviour with specific teachers	• NC Data • Behaviour Data	• Teachers • (Problem solving by Class/Form Teacher)	Curriculum • Curriculum Pathways – response to KS2 data and baseline testing. Ensuring pupils get the programmes that they require as part of their mainstream curriculum time.(FS and SRA) Differentiation • Pre-reading and vocab exercises/ home language reading • Differentiation by class teacher of lessons and SOW Organisation • Extra home learning support in Prep Motivation and relationships • Mentoring from HOY or tutor	• Lesson observations • 1:1 meetings with teachers • Written advice • Evaluate impact

Level	Pupil Profile	Data	Accountability	Actions, strategies and focus	SENCO Actions
Wave 2 Catch-up	• Below average NC levels in English and/or maths • Below average literacy and/or numeracy scores • Early signs of emotional, social or behavioural difficulties • Early concerns about speech, language and communication needs	• NC Eng/maths • Standardised scores for reading and spelling	• HOYs/HODs • Problem solving by school-based teams, e.g. Curriculum Teams or Pastoral Teams	• Curriculum based catch-up • Sharing information and strategies • Consistent approaches • School-based interventions (e.g. BSP/PSP/	• Advise at team meetings • Evaluate impact
Wave 3 Specialist	• Attainment significantly below that of peers • Unresponsive to interventions at Waves I and II • Worrying signs of emotional, social or behavioural difficulties (SDQ showing pupil at-risk) • Significant speech, language and communication difficulties (SLCN Checklist) • Diagnosed learning difficulty	• As above plus: • WRAT IV • Specialist Assessment Reports	• SENCo • (Problem solving by SENCo and specialist teams)	• Diagnostic assessment • Adjustments • Specialist advice / support • Intervention	• Screening • Coordinate intervention • Refer to specialist services • Coordinate multi-professionals meetings/input • Evaluate impact

Ongoing assessment

- **Academic progress data** is collected every term. This enables us to respond quickly to progress gaps as they arise.
- **Behaviour data** is reviewed weekly by the Head of Year (see behaviour policy for details)

Monitoring and Evaluation of SEND Provision

- The progress of all pupils is monitored at assessment points three times per year. As stated above, it is expected that pupils with SEND will make good progress in response to high quality teaching. Where this is not the case, we rapidly respond to pupils' needs.
- The senior leadership team, supported by the SENCO, regularly observe lessons to monitor the quality of teaching, and for those pupils with SEND 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.

3.   Recording SEND

- We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils.
- For each pupil with SEND, 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.

Storing and Managing Information

- All documents and information are stored in compliance with guidance presented in the Data Protection Policy, available on the website

4. Support Provided

Support for families
- ★ We provide support to parents / carers of pupils with SEND through regular contact, information sharing and termly progress.
- ★ Specific support is provided at key transition points. During the pathways process in year 9, Key Stage 3 parents / carers are welcome to talk to the SENCo about choosing options for Key Stage 4 for their children with SEND. Similarly at the end of Key Stage 4 parents / carers may approach the SENCo for support relating to Sixth Form or other further education options.
- ★ Additional support to families is available through the local authority, whose Local Offer can be accessed here: https://www.barnet.gov.uk/children-and-families/support-parents-and-carers

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).
- ★ 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.

5. Training and Resources

- ★ We make every effort to ensure that staff at Ark Pioneer Academy are suitably trained and that we have adequate resources available to meet the needs of all pupils, including those with SEND.
- ★ 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 attends SENCo forum meetings in the North London Ark region Ark Network level in order to keep up to date with local, Ark Network-wide and national updates in SEND.