



Ark John Keats
Academy

**Primary Special Educational
Needs (SEN) and Disabilities
Policy**

Policy information

Named personnel with designated responsibility for Special Educational Needs & Disabilities (Primary School)

Academic year	Designated Senior person	Nominated Governor	Chair of Governors
2018-2019	Marne Reynecke	Maria Ancupova	Linsey Cole

Policy review dates

Review Date	Changes made	By whom
September 2014	Policy created	Marne Reynecke
October 2015	Policy Review	Marne Reynecke
October 2016	Policy Review	Marne Reynecke
September 2017	Policy Review	Marne Reynecke
September 2018	Policy Review	Marne Reynecke

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018-2019		Linsey Cole

Dates of staff training

Dates	Staff	Led by	Focus
30th & 31st August	Bonnie Mendoza Said Ali Janael Marshall Ozlem Ates Yazmin Cabrera Evi Ioannou Doja Sowunmi Lauren Page Natalie Oscar Polly Williams	Ruth Gyles Brown	Read, Write Inc.
5th September	All Primary Staff	M. Reynecke	SEND Code of Practice & Policy Assessments Referrals Interventions
25th September	Joanne Cuffie		Makaton training

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1 INTRODUCTION

Whilst all schools have statutory responsibilities for pupils with Special Educational Needs and Disabilities (SEND), as covered by the Special Educational Needs and Disabilities Code of Practice (DfE 00205 2014) Ark John Keats goes above and beyond this in four distinctive ways:

- a Early Identification
- b Forensic Teaching
- c High Impact Intervention
- d Review and Response

2 EARLY IDENTIFICATION

2.1 Universal Screening

We ensure that every pupil in Reception is screened at the start of the every school year and that pupils joining the school after this point are screened on entry.

2.1.1 Pupils are assessed by EYFS staff to identify Speech, Language and Communication Skills (SLCS) upon entry to Reception. Further SLCS administered by a qualified Speech and Language Therapist. Additional standardised assessments are administered where further learning difficulties are a concern upon entry Year 1 and beyond. A battery of specific specialist assessments are also available in KS1 and KS2 if there is a cause for concern. For pupils who display early characteristics of high level challenging behaviour, anxiety or withdrawal the 'Strength and Difficulties Questionnaire' (SDQ) will be used.

2.1.2 Pupils with low screening assessment scores or who are below the national expected levels in English and Mathematics are not automatically designated as having Special Educational Needs but are provided with differentiated tasks and high quality teaching needed in order to make the required progress. It is only after identifying a persistent problem where the pupil requires additional support that this pupil may be identified to have SEND.

2.2 On-going identification

Ark John Keats Academy is a data rich environment and the six-weekly data collection in English and Maths and termly assessment against the Early Years Framework is used to monitor the academic progress of every pupil. This highlights

both emerging issues and the impact of any intervention needed. The weekly review of behaviour data highlights where pupils are displaying behavioural problems.

3 FORENSIC TEACHING

We train our teachers to understand the needs of every pupil they teach, and to systematically and thoroughly review the progress each pupil is making.

Our teachers are trained to understand the needs of each pupil in their class so that they can plan to meet those needs appropriately. For pupils with identified Special Educational Need & Disabilities (SEND) this can mean adapting their teaching to ensure rapid catch up, or in some cases simply ensuring that every pupil can access the curriculum fully through differentiation.

We prioritise training and have designed specific modules for every teacher, through middle and senior leadership programmes. Our Inclusion Leader provides bespoke whole school training to ensure that all teachers are able to meet the needs of the every pupil in their class. This includes teaching reading, writing and mathematics techniques for meeting the needs of pupils with various learning difficulties, de-escalating challenging behaviour and creating communication friendly classrooms.

4 HIGH IMPACT INTERVENTION

Ark John Keats Academy supports the use of specific high impact interventions and teaching techniques that have proven impact in addressing the most common needs our pupils present. When a problem is highlighted the academy identifies, implements and reviews the most appropriate intervention for each individual pupil (see Table 1). These range from adapted teaching techniques in the mainstream classroom to specific interventions to support pupils with specific learning needs. We train our staff in a number of interventions that have been proven to have the most significant impact across the Ark network and further afield in addressing commonly encountered Special Educational Needs and Disabilities. We also ensure that pupils get early support with Communication, Speech and Language as well as Mental, Social and Emotional Needs.

	Universal (Wave 1): Mainstream classroom	Catch-Up (Wave 2): School-based additional intervention	Specialist (Wave 3): Specialist intervention
Literacy (including speaking, listening and communication)	<ul style="list-style-type: none"> • Read, Write Inc. • Specialist English teacher expertise (KS2) • Single word spelling • Spelling tests • Word banks and visual aid support 	<ul style="list-style-type: none"> • 1:1 Read, Write Inc. tutorials • Project X Guided Reading Scheme (Small Groups) • Colourful Semantics (Reading and Writing and Syntax Intervention) • Early Talk Boost (Communication, Speech & Language Intervention) • Talk Boost (Communication, Speech & Language Intervention) • Language for Thinking (Communication, Speech & Language Intervention) • Word Aware – Vocabulary Intervention • Time to Talk – Social Group Development 	
Mathematics	<ul style="list-style-type: none"> • Mathematics Mastery • Maths Meeting • Specialist Mathematics teacher expertise (KS2) • Concrete mathematical resources • Numicon (EYFS) 	<ul style="list-style-type: none"> • Maths Enrichment • Maths Afterschool Club 	

<p>Social, emotional and mental health needs</p>	<ul style="list-style-type: none"> • Reading Buddies (Secondary pupils reading with Primary pupils) • Breakfast Club • Enrichment programme (KS20) • Character curriculum • Family dining • Scholar of the week • Merit badges • 100% Attendance party/cinema/picnic • Inspiring speakers • Time to Talk • EP support • Achievement/Target chart • Support plans 	<ul style="list-style-type: none"> • Speech and Language Therapy Service (NHS) • Speech and Language Therapy Service (Ark) • Educational Psychology Service (NHS- Statutory) • Educational Psychology Service (Reach Psychology) • Counselling (EP) • SEND Coordinator • Child and Adolescent Mental Health (CAMHS) • Occupational Therapy Service (NHS) • Child Development Team (NHS) • Project X Guided Reading Scheme (One-to-One) • Fizzy Physical (Fine & Gross Motor Skills Intervention) • Mathematics Mastery (One-to-One) • Turnabout Memory Programme • Colourful Semantics (Reading and Writing and Syntax Intervention) • 1:1 Read, Write Inc. tutoring (one-to-one) • Accelerated phonics support • Diagnostic Reading analysis (DRA) • Memory assessment • PhAB assessment • SWST – Spelling
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Table 1: Ark John Keats Academy's High Impact Interventions

5 REVIEW AND RESPONSE

Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) is a whole academy responsibility; accountability at every level ensures we reduce the number of pupils on our SEND registers and those who are excluded from our schools.

- 5.1.1 Support for all pupils is coordinated through Ark John Keats Academy's Graduated Response and Provision Map. If a pupil receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:
- a Baseline assessment (Assess)
 - b Target setting (Plan)
 - c Targeted support (Do)
 - d Review and evaluation (Review and measure the impact)
- 5.1.2 Class teachers are responsible for the progress of each pupil in their class, as well as reviewing the impact of any intervention. Where progress and/or behaviour remain a significant cause for concern, despite targeted teaching and support, the class teacher in consultation with the parents and Inclusion Leader will determine whether to refer the pupil for specialist assessment after a period of time. Where such an assessment confirms that the pupil has a learning difficulty which requires special educational provision, the Inclusion Leader will place the pupil on the SEND register at 'SEND Support' and ensures that parents are informed and regularly updated.
- 5.1.3 The Leadership at Ark John Keats Academy reviews the progress of all pupils every six weeks and make appropriate responses to this data. They report numbers on the SEND register and exclusions termly to the LGB and Ark Schools.

6 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.