



**Ark John Keats
Academy**

**Special Education Needs
and Disabilities
Information Report**

Policy information

Named personnel with designated responsibility:

Academic year	Designated Senior person	Nominated Governor	Chair of Governors
2016-17	Jerry Collins	Linsey Cole	Linsey Cole
2017-18	Jerry Collins	Linsey Cole	Linsey Cole

Policy review dates

Review Date	Changes made	By whom
May 2016	Policy Amended	Marné Reynecke/Natasha Socrates
Oct 2017	Updated	Marné Reynecke/Natasha Socrates

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016-17	May 2016	Linsey Cole
2017-18	Sept 2017	Linsey Cole

1. Who are the best people to talk to at ARK John Keats Academy about my child's difficulties with regards to learning, special educational needs and/or disabilities?

- Vice Principal/Primary Head of Inclusion:
Marné Reynecke (m.reynecke@arkjohnkeatsacademy.org)
- Secondary Head of Inclusion/ Special Education Needs Co-ordinator:
Natasha Socrates (n.socrates@arkjohnkeatsacademy.org)

2. How will ARK John Keats Academy let me know if they have any concerns about my child's learning, special educational needs and/or disabilities?

- Your child's form tutor or class teacher may initially call, text or write to you to outline any initial concerns.
- Your child's form tutor or class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The Head of Inclusion/SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How does ARK John Keats Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disabilities?

- At Ark John Keats Academy we believe it is very important for parents and carers to be involved in all areas of their child's learning and we actively encourage such discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at meetings with your child's form tutor and subject teachers throughout the year.
- If your child has an identified special educational need you will be invited to a termly meeting with the Head of Inclusion to discuss current progress and any support strategies being used as well as their expected outcomes.
- If your child has an *Education, Health and Care Plan* (EHCP) or a statement of special educational needs you and your child will be able to share your views at an Annual Review Meeting.

4. How does ARK John Keats Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disabilities?

- At Ark John Keats Academy we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his subject teachers.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support pupils with special educational needs. The school will make use of training programmes from different outside agencies and/or organisations when necessary to meet a pupil's needs as well as making use of training provided by Ark central.
- A record of all staff training is kept to ensure that all pupil needs can be met.

5. How will the curriculum and the school environment be matched to my child's needs?

- At Ark John Keats Academy we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his subject teachers and their form tutors.
- We carefully plan our curriculum to match the age, ability and needs of all pupils.
- Subject teachers will differentiate lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Ark John Keats Academy regularly reviews its Accessibility Plan to ensure that all pupils have the fullest access to the curriculum and the school site as possible.

6. What types of support may be suitable and available for my child?

- The support your child will receive will depend on your child's needs. However, our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014;
 - **Communication and interaction**
 - **Cognition and Learning**
 - **Social, emotional and mental health**
 - **Sensory and/or physical needs**
- At Ark John Keats Academy we follow the 3 tiered approach to supporting your child's learning.
 - **Universal** - this first level of support consists of the high quality teaching your child will receive from her/his subject teachers and their form tutor; this may include some very minor adaptations to match learning needs.
 - **Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated three part approach of a) **Planning** how to meet your child's specific needs, b) **Doing** the most effective things to support your child as outlined in the plan, c) **Reviewing** the impact on your child's progress towards individual learning outcomes.
Specific targeted one to one or small group interventions may be run outside the classroom. You will be kept informed of your child's progress towards learning outcomes.
 - **Specialist** - it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

- The current specific interventions provided at ARK John Keats Academy include:
- Reading and literacy intervention:

Read Write Inc. Phonics Programme

Full phonics teaching programme that:

- Reception and Year 1 have 60minute lessons every day
- Specific Year 2, 3 and 4 pupils have needs tailored intervention sessions
- Ensures that Nursery/Reception pupils to recognise different letters and their corresponding sounds
- Develop Reception pupils to skills to apply phonetic knowledge to start blending simple words
- Ensures that all pupils in Early Years Foundation Stage, KS1 and lower KS2 (Year 3 and Year 4) can read more fluently before going to upper KS2 (Year 5 and Year 6)
- Assess pupils progress every six weeks to ensure that they have ability appropriate provision to make speedy progress
- Focus on spelling, reading comprehension and writing skills alongside learning to recognise sounds and manipulating these sounds to read words

Early Talk Boost (Nursery pupils):

The *Early Talk Boost* intervention is designed for pupils aged 3-4 with delayed language development, typically those who have:

- Difficulty listening/paying attention
- Poor vocabulary
- Difficulty understanding language
- Difficulty organising and using language
- Immature sentences
- Difficulty explaining or describing
- Difficulty taking turns

This means pupils who have intact language learning ability in themselves but for some reason haven't had the opportunity to develop age-appropriate language skills.

Talk Boost (Reception and KS1 pupils):

- *Talk Boost Reception and KS1* is aimed at 4-7 year olds with delayed speech, language and communication.
- These pupils often have difficulties with reading, writing, and spelling and are more likely to have behavioural issues.

Read Write Inc. Fresh Start (Upper KS2 and Secondary pupils)

Fresh Start is a full teaching programme that:

- Gets all pupils reading and writing fluently in 33 weeks
- Engages pupils with age-appropriate anthologies
- Ensures all pupils can read confidently before secondary school
- Embeds all learning through partner practice
- Assesses pupils every six weeks to ensure that they have the best provision to make speedy progress.
- English as an additional language intervention

Colourful Semantics

- Encouraging wider vocabulary
- Making sentences longer
- Helps children to answer questions or generate responses to questions
- Developing use of nouns, verbs, prepositions and adjectives
- Improves story telling skills

- Can be transferred to written sentences and written language comprehension

English Language Classes

These classes are for pupils new to both written and spoken English and work to:

- To move students from QCA's EAL Stage 1 to the National curriculum threshold within two terms of arrival at the school
- Give all pupils a basic introduction to English vocabulary
- Give all pupils tools and strategies that enable them to start to access the academic curriculum in English

'Speed Up'

If a pupil is demonstrating problems with their fine and gross motor skills they may be invited to 'Speed Up' motor skills intervention. The programme uses physical activities, challenges and games to:

- Improve balance
- Improve coordination
- Improve handwriting
- Improve manipulation of objects

Turnabout

If a pupil is demonstrating problems with their working memory they may be invited to take part in our 'Turnabout' programme. The programme uses pattern and memory games to help pupils to develop their ability to remember sequences and hold information in their mind during activities.

Individual Pupil Support

If a pupil is demonstrating particular problems with following the routines, social interactions or organisation, they may be invited to take part in targeted and individual support through IPS. This involves meeting with a TA on a one to one basis for a short amount of time to set and achieve specific targets and overcome challenges to daily life.

'Talkabout for Teenagers'

This is a specific programme available to pupils who find social communication and expression difficult. It covers a range of taught social skills and appropriate social behaviours.

- The current universal interventions provided at ARK John Keats Academy include:

Expressive writing

Ark John Keats teaches all pupils the fundamental elements of English grammar in order to ensure that all of your pupils can express themselves.

Maths Mastery

Ark John Keats uses the Maths Mastery programme in order to ensure that a deeper understanding of Maths is achieved.

At Secondary school level, we have worked to develop a cumulative curriculum centred on building a deeper understanding and supporting students to master key skills in mathematics. This has been informed by collaboration in the community and research best practice in Singapore and elsewhere.

Service

At Ark John Keats we recognise that it is important for every member of a community to feel that they are contributing the whole. It is for this reason every pupil completes a service for the school, be this helping to clear tables after or providing guidance on uniform to their fellow pupils.

Enrichment

At Ark John Keats all pupils have a wide variety of inclusive enrichment opportunities that range from netball and table tennis to Samba drumming. Such enrichment opportunities help to develop the cultural capital and literacy of our pupils, making them more able to compete for places at top universities.

CHARACTER

Ark John Keats works hard to instil strong positive behaviours in all of our pupils. Through CHARACTER lessons and assemblies pupils are asked to examine their world both on a personal, local and global scale in order to help them to develop socially and morally.

7. How will Ark John Keats Academy support my child to reach his/her full potential?

- Ark John Keats Academy ensures that all its staff have a growth mind-set with regards to your child's progress and will consistently set your child challenging academic targets while at the same time providing the high quality teaching required to support their aspirations.
- Teaching and learning strategies, progress and academic targets will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.
- Strong discipline, routines, signals, longer school day, raising aspirations programme, enrichment programme, 3 parent meetings a year, home visits for every child on entry.

8. What is an Education, Health and Care Plan (EHCP); who can request one for my child and how is it different to a statement of special educational needs?

- *The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, preparing for adulthood.* An EHC Plan will contain;
 - the views and aspirations of you and your child,
 - a full description of his/her special educational needs and any health and social care needs,
 - establish outcomes for your child's progress,
 - specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes
- You, your child (where appropriate and aged 16 and over) and/or the school, usually the Inclusion Leader or Head teacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.
- From September 2014 the new Children and Families Act 2014 will become law. This replaces the current Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs.
- The main differences are that the EHCP is:
 - More person centred with more engagement and involvement from parents, carers, pupils and young people in the process

- More co-ordinated assessment process across education, health and care services
- Focusses on outcomes to be achieved for each child/young person
- Runs from birth to age 25
- Includes parents, carers, pupils and young people at the heart of the changes
- The legislation applies equally to all schools including academies and free schools

9. How will ARK John Keats Academy help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes host parent/carer workshops in school to help you better understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The Head of Inclusion may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.

10. How is support allocated to pupils and how do they move between the different levels of support in school?

- Ark John Keats Academy receives funding from various sources. These funds include money to support the learning of pupils with SEN and/or disabilities.
- The Principal, in consultation with the Local Governing Body, decides the budget for SEND provision on the basis of the needs of the pupils in the school.
- The school is responsible for the cost of your child's individual SEN provision up to a cost of £6000. If meeting your child's need costs more than this amount then the Local Authority is responsible for providing the school with the additional funding.
- The Principal and the Head of Inclusion discuss the effectiveness of the school's current interventions and provisions as well as prioritise action plans. On the basis of these discussions alternative or additional interventions may be implemented and additional training or resources may be provided to staff.
- The Head of Inclusion meets with the Heads of Departments and Heads of Year regularly to discuss the effectiveness of subject specific and behavioural interventions and provisions as well as to prioritise actions plans. On the basis of these discussions alternative or additional interventions may be implemented and additional training or resources may be provided to staff.
- This process is reviewed regularly to ensure the best possible intervention is provided to those pupils who require additional support to learn.
- The Head of Inclusion will liaise with the local SEND services (such as Speech and Language/ Educational Psychology/Occupational Therapy) and will engage with the service level agreements to ensure that pupils with SEND are best supported by specialists if necessary and appropriate.

11. How will Ark John Keats Academy know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.
- Further information can be found in the local offer for Enfield:
 - <https://new.enfield.gov.uk/services/children-and-education/local-offer/>
 - If a parent wished to seek independent, confidential and impartial advice, support can be found at:
 - Enfield Parent Partnership Service (www.enfieldparents.org.uk)
020 83732700
 - **Enfield Youth and Family Support Service**
(www.enfield.gov.uk/youth/info/)

12. What support will there be for my child's happiness and well-being at Ark John Keats Academy?

- At Ark John Keats Academy we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's form tutor, the teaching assistants, Head of Year and the Head of Inclusion are available to provide support to match your child's needs.
- You should also feel free to contact the school if you have any concerns.
- The CHARACTER, Enrichment and Prep programmes are all designed to care holistically meet your child's needs socially, emotionally and academically.

13. How is my child included in all the same activities as his/her peers at Ark John Keats Academy?

- Ark John Keats Academy is an inclusive school and committed to providing equal opportunities for all pupils.
- School clubs, educational visits and residential trips are available to all pupils.
- When necessary the school will make reasonable adjustments to ensure that pupils with SEN and/or disabilities are included in all activities.
- You should also feel free to contact the school if you have any concerns.

14. How will Ark John Keats Academy support my child in transition stages?

- We liaise closely with the school is transferring from, as well as meeting with all parents/carers beforehand. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Ark John Keats Academy we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. Home and primary school visits are carried out by staff.

- Ark John Keats Academy makes arrangements to ensure a smooth transition when your child transfers to his/her new class or Sixth Form of choice. Please contact us for further details.
- If your child has an EHC Plan or Statement of special educational needs, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. Who can I contact if I have a complaint about the SEND provision in place for my child?

- Initially speak with the Primary/Secondary Heads of Inclusion. Hopefully they will be able to address your concerns; otherwise the Heads of Inclusion will investigate what further support and where advice is needed.
- You can then contact the Principal, who may direct you to the school's Complaints Policy and procedure.

16. If I have any other questions about my child at Ark John Keats Academy, who can I ask?

At Ark John Keats Academy we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- Vice Principal & Primary Head of Inclusion (m.reynecke@arkjohnkeatsacademy.org)
- Secondary Head of Inclusion (n.socrates@arkjohnkeatsacademy.org)
- Head of Year 8 (d.bryant@arkjohnkeatsacademy.org) or
- Head of Year 7 (e.kent@arkjohnkeatsacademy.org)
- Academy Principal (j.collins@arkjohnkeatsacademy.org)