



Ark John Keats
Academy

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

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INTRODUCTION TO SEND POLICY

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

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.

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.

Forensic teaching

Meeting the needs of children with SEND is a whole academy responsibility; accountability at every level ensures we reduce the number of children on our SEND registers and 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.

High impact 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.

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.

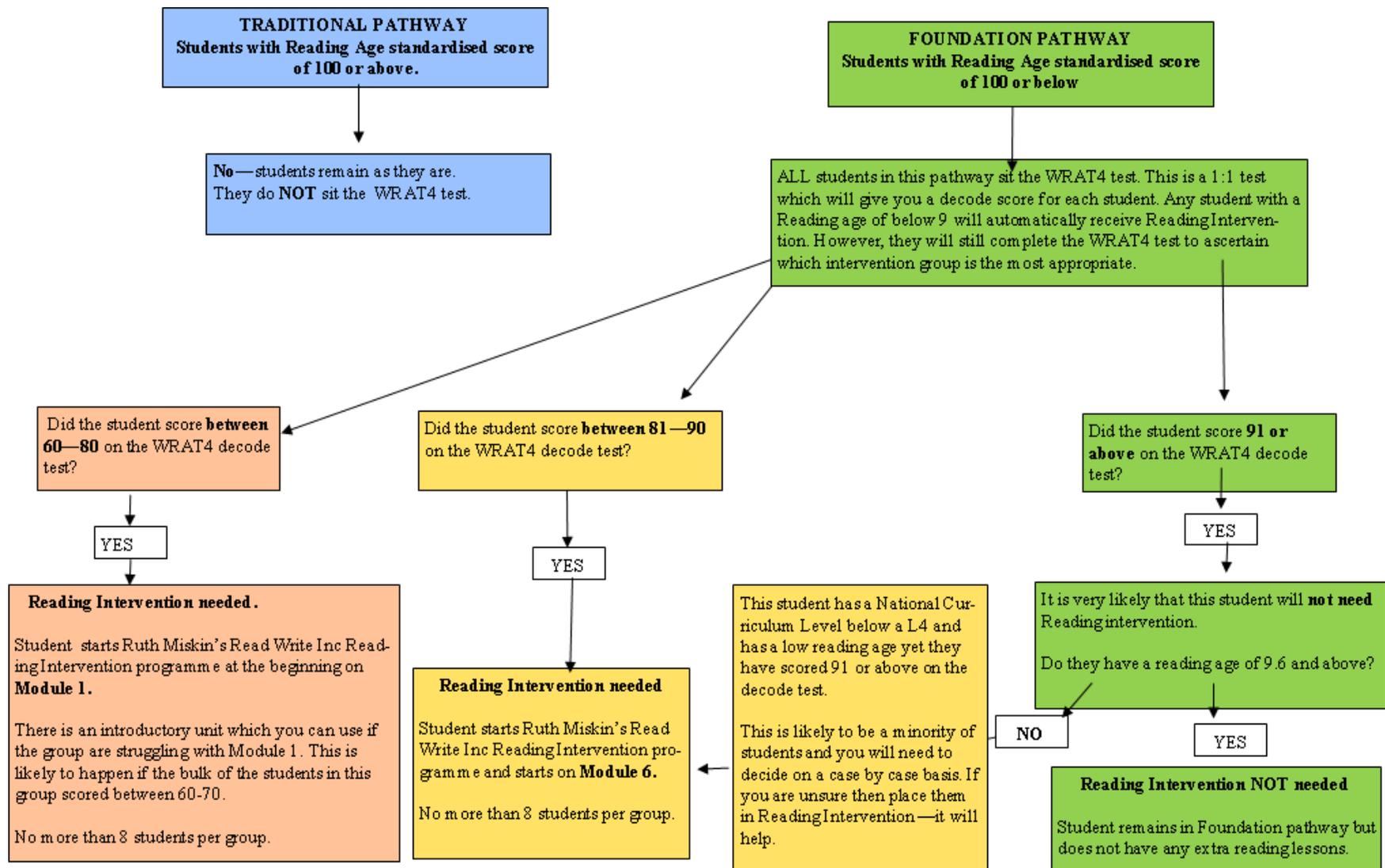
SEN PROVISION AND INTERVENTION

There are several systems in place to ensure that our SEN students are supported to achieve. They are based on the following principles:

1. We screen all pupils to ensure that support offered is evidence based, regularly reviewed and carefully explained to parents
2. We differentiate by starting with high expectations and then finding a way to support all pupils to meet these expectations
3. All teachers are responsible for supporting all students to meet expectations
4. Teachers understand the main categories of SEN and therefore plan in a strategic and holistic way
5. Our routines and structures are SEN friendly to ensure solid foundations from which teachers can further build in support where needed

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.*

1. On entry, all pupils will be tested to determine their reading age. This data will inform setting (see below).
2. In Year 7 every child is assessed to determine their reading age. Children who are highlighted from this as being below expected levels or who are already on the SEN register from KS2 will then be tested to provide full diagnostic feedback on their needs to their teachers. This may include dyslexia screening and literacy or maths profiles.
3. 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.
4. Pupils that are not responding to wave 1 interventions will be identified at AP1 (after 6 weeks of teaching).



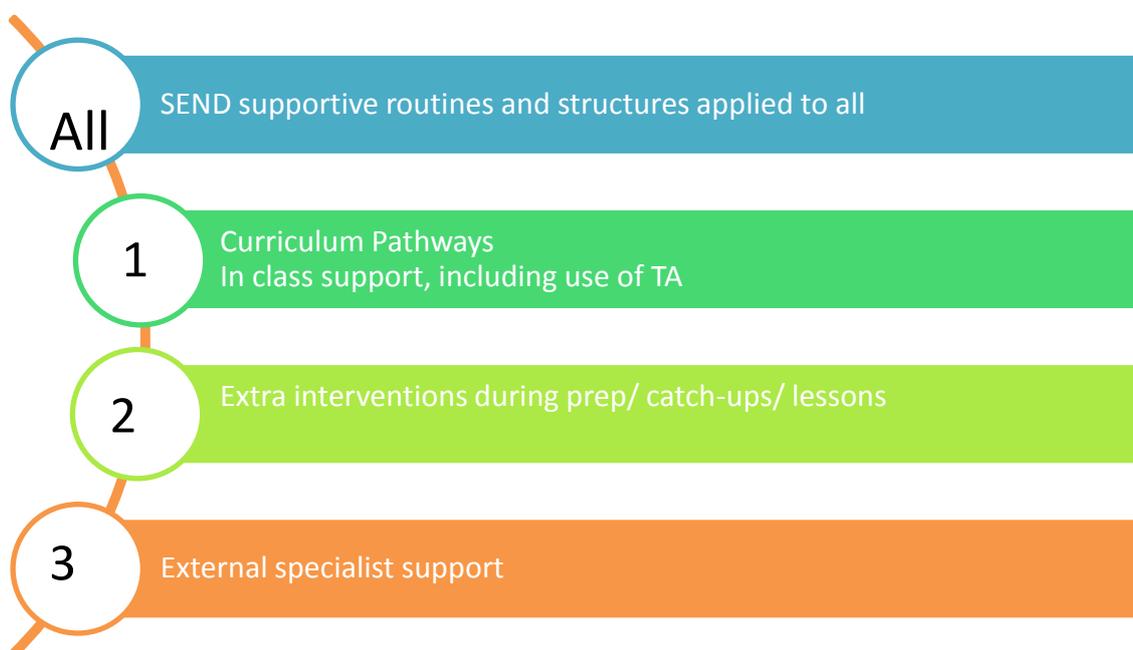
On-going identification

SEN support will be primarily delivered through our mainstream curriculum offer. We will ensure that pupils are placed into the appropriate pathway 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.

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 HOY (see behaviour policy for details)

Supporting all pupils to meet our expectations



Level	Pupil Profile	Data	Accountability	Actions, strategies and focus	HOI Actions
All	<ul style="list-style-type: none"> All pupils 	NA	All (consistent)	<ul style="list-style-type: none"> Lesson agenda displayed Quiet corridors Family dining 'What to do' approach to behaviour Tier 2 vocab focus Weekly check Making learning concrete – use of visuals and examples Prep – home learning and behaviour support 	<ul style="list-style-type: none"> Whole school CPD Lesson observations Pastoral weekly meetings
Wave 1 Universal	<ul style="list-style-type: none"> Lack of academic progress in one or two subject areas Challenging behaviour with specific teachers 	<ul style="list-style-type: none"> NC Data Behaviour Data 	Teachers (Problem solving by Class/Form Teacher)	<p>Curriculum</p> <ul style="list-style-type: none"> 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) <p>Differentiation</p> <ul style="list-style-type: none"> Use of TA - TA to be deployed as per need/ TA to be given lesson resources for the following week on Friday morning if appropriate. Their role should be clearly noted on the plans. Pre-reading and vocab exercises/ home language reading Differentiation by class teacher of lessons and SOW <p>Organisation</p> <ul style="list-style-type: none"> Extra home learning support in Prep <p>Motivation and relationships</p> <ul style="list-style-type: none"> Mentoring from HOY or tutor 	<ul style="list-style-type: none"> Lesson observations 1:1 meetings with teachers Written advice Evaluate impact
Wave 2 Catch-up	<ul style="list-style-type: none"> Below average NC levels in English and/or maths Below average literacy and/or numeracy 	<ul style="list-style-type: none"> NC Eng/maths Standardised scores for reading and spelling SLCN Checklist 	HOYs/HODs (Problem solving by school-based teams, e.g. Curriculum Teams or Pastoral Teams)	<ul style="list-style-type: none"> Curriculum based catch-up Sharing information and strategies Consistent approaches School-based interventions (e.g. BSP/PSP/IPS) 	<ul style="list-style-type: none"> Advise at team meetings Evaluate impact

	<p>scores</p> <ul style="list-style-type: none"> • Early signs of emotional, social or behavioural difficulties • Early concerns about speech, language and communication needs 				
Wave 3 Specialist	<ul style="list-style-type: none"> • 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 	<p>As above plus:</p> <ul style="list-style-type: none"> • WRAT IV • Specialist Assessment Reports 	<p>SENCo (Problem solving by SENCo and specialist teams)</p>	<ul style="list-style-type: none"> • Diagnostic assessment • Adjustments • Specialist advice / support • Intervention 	<ul style="list-style-type: none"> • Screening • Coordinate intervention • Refer to specialist services • Coordinate multi-professionals meetings/input • Evaluate impact

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.