



Ark John Keats Academy

Primary Special Educational Needs & Disabilities (SEND) Policy 2022-2023

Date of last review:	October 2022	Review period:	Every year
Date of next review:	October 2023	Owner:	Diane Whight
Type of policy:	Statutory	Regional Director Approval:	Rebecca Curtis
Nominated Governor:	Maria Ancupova	Chair of Governors:	Linsey Cole

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1. COMPLIANCE

This policy complies with all statutory requirements, particularly those relating to the legislation confined in the 2010 Equality Act as well as the 2014 Children and Families Act. This is set out in the SEND Code of Practice 0 – 25, January 2015. This policy was created by the Inclusion Lead, considering the views of pupils, parents/carers, staff, the Inclusion Governor, and other relevant stakeholders.

2. OUR VISION, VALUES AND AIMS

Our **vision** for AJK pupils, including those who may have SEND, is that they will develop the essential skills, knowledge, confidence, and attributes to be able to lead content and successful lives. We aim to always inspire excellence through our staff's teaching pedagogy to the content of our broad and balanced curriculum.

We live by our AJK **'KEATS' values**: Kindness, Effort, Aspirations, Tenacity which will help our pupils to reach Success, and find this helps build on our inclusive culture. We consistently praise effort and tenacity, as those attributes are incredibly important, even more so for our SEND pupils who might lack confidence when it comes to learning.

Our **aims**:

- Work in collaboration with our teaching staff, supporting them to teach SEND pupils to the highest standard. Some examples of collaboration include providing relevant Continuous Professional Development (CPD); helping core subject leads plan an inclusive curriculum; helping teachers use Provision Map to track SEND pupils' progress; regular Learning Walk Feedback and regular Book Monitoring Feedback so that teachers can deliver well differentiated lessons from those pupils who need universal (Wave 1) support to those SEND pupils that need more bespoke interventions (Wave3).
- Set high expectations for all our pupils and support them as best we can to meet them.
- Teach, recognise, and reinforce good behaviour, as we know that good behaviour in class creates more valuable learning opportunities.
- Ensure all intervention waves (1, 2, and 3) are available where necessary and appropriate.
- Analyse what benefits each of our SEND pupils are when we consider support and interventions out of class. We want pupils to attend all core subjects and as much of the rest of the curriculum as possible.

3. ROLES AND RESPONSIBILITIES

3.1 Assistant Principal for SEND & Inclusion (SENCO)

The SENCO oversees the daily operation of the SEND policy in collaboration with the Inclusion Coordinator.

The SENCO provides professional guidance to school staff with the aim of securing high quality teaching for pupils with SEND, and works closely with pupils, parents and other professionals to ensure pupils with SEND receive appropriate support. The

Inclusion Lead plays an important role with the Headteacher and governing body in determining the strategic development of the SEND policy and provision within the school, in order to raise the achievements of pupils with SEND. The SENCO works in compliance with the Special Educational Needs and Disability Regulations 2014.

3.2 The Inclusion Coordinator

The Inclusion Coordinator supports the SENCO in overseeing support for SEND pupils within the school and externally through outside agencies. The Inclusion Coordinator supports the SENCO in all their duties, and in particular leads on Inclusion documentation, referrals, and applications.

3.3 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 SEND
- Assuring the governing body that the school website publishes the school's SEND offer

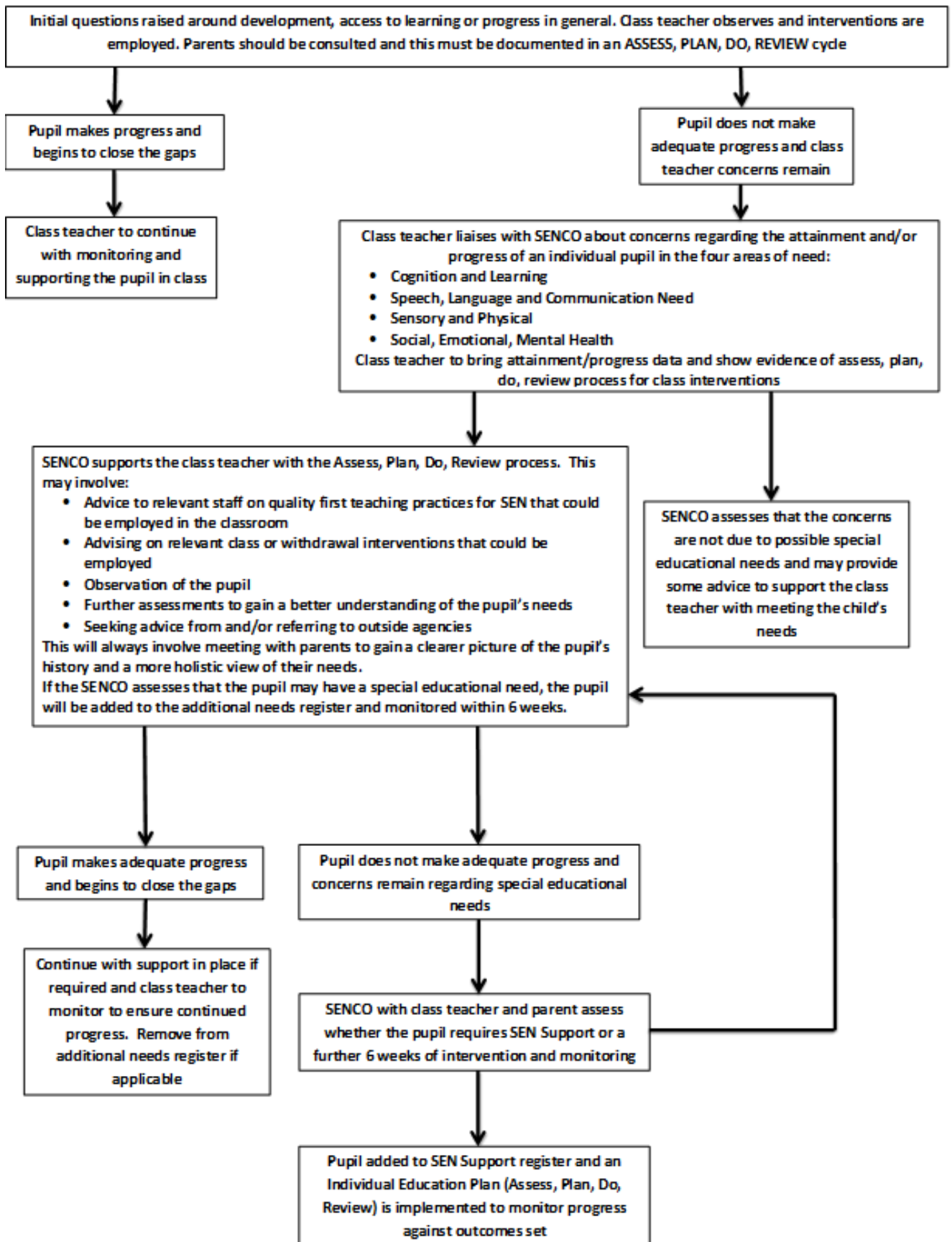
3.4 The Headteacher

The Headteacher has responsibility for the overarching structure of Inclusion at Ark John Keats Primary.

4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

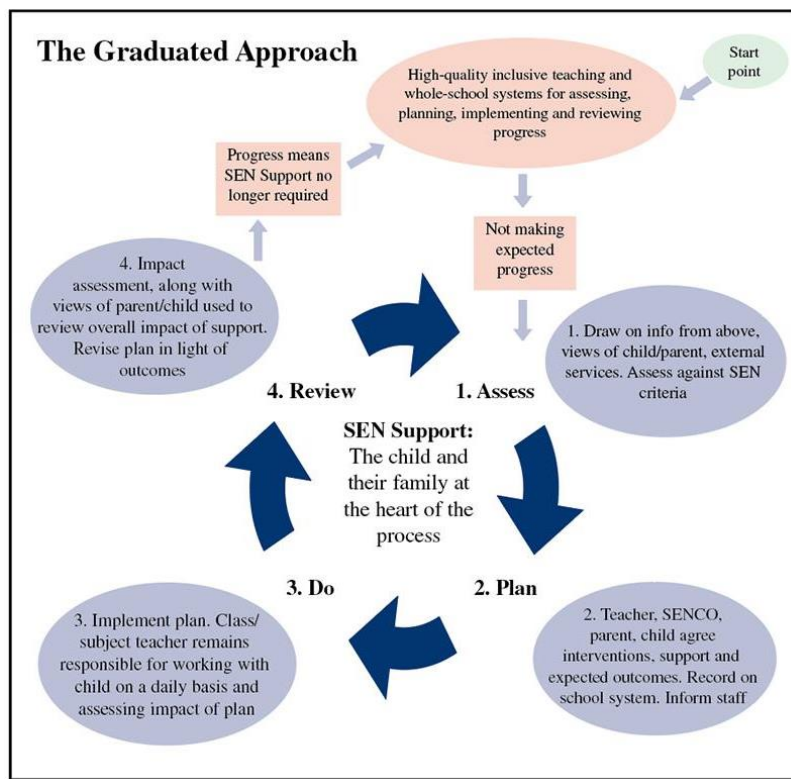
Though there are exceptions, our identification of SEND typically follows the process outlined on the following page.

Identification of special educational needs (SEN Support)



5. A GRADUATED APPROACH TO SEND SUPPORT/INTERVENTION

An important aspect of the graduated approach to SEND support and SEND interventions is the ‘Plan – Do – Review’ cycle, as demonstrated in the below diagram.



Another crucial way that we as a school incorporate a graduated approach to SEND support and intervention is via the 3 separate waves of intervention which are as follows:

Wave 1

Wave 1 support takes place in the classroom and is synonymous with high quality teaching. Wave 1 is universal: practices adopted will be of benefit to all pupils –but particularly those who struggle most. These could also encompass ‘quick fixes’ that support the pupils in accessing learning without taking part in intervention programmes e.g. providing a pencil grip, using a writing slope, seating a pupil near the teacher.

Wave 2

Wave 2 support involves supporting children to learn by delivering small group interventions which may take place for a set amount of time, e.g. six weeks. These interventions provide the pupils with strategies as well as repeated learning opportunities. Consistent, high-standard Wave 2 interventions should eventually enable pupils to use and apply the strategies they learn independently.

Wave 3

Wave 3 interventions are bespoke programmes for pupils working significantly below age-related expectations in a certain area. These interventions are arranged by professionals for individual pupils with very specific needs, and they are prolonged, regularly reviewed and adapted as the pupil makes progress.

6. ACCESSIBILITY

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled pupils. Our accessibility plan can be viewed here on our website:

<https://arkjohnkeats.org/sites/default/files/Accessibility%20Policy%20and%20Plan%20-%20September%202020.pdf>

7. DEALING WITH COMPLAINTS

Our named person for all matters relating to special educational needs and disabilities is Diane Whight. She 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.

8. REVIEWING THE POLICY

The SENCO and Inclusion and Inclusion Coordinator, Governors and Headteacher, paying regard to views expressed by students, 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 annually.

9. EQUALITY IMPACT STATEMENT

We do all we can to ensure that this policy does not discriminate, directly or indirectly. We 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.

10. LINKS

Document	Link to Website
AJK's SEND Information Report	https://arkjohnkeats.org/sites/default/files/SEND%20Information%20Report%20-%20September%202021%20%281%29.pdf
Academy Accessibility Plan and Policy	https://arkjohnkeats.org/sites/default/files/Accessibility%20Policy%20and%20Plan%202021-22.pdf
Access Arrangement Policy	https://arkjohnkeats.org/sites/default/files/Access%20Arrangement%20Policy%202021-22.pdf
Enfield's SEND Local Offer	https://new.enfield.gov.uk/services/children-and-education/local-offer/

Supporting Pupils with
Medical Conditions
Policy

<https://arkjohnkeats.org/sites/default/files/Supporting%20Pupils%20with%20Medical%20Conditions%20Policy%202021-22.pdf>