



Ark John Keats
Academy

Primary
**Special Educational Needs &
Disabilities (SEND) Policy**
2021-2022

Policy information

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

Academic year	Designated Senior person	Nominated Governor	Chair of Governors
2021-2022	Marne Reynecke	Maria Ancupova	Linsey Cole

Policy review dates

Review Date	Changes made	By whom
September 2014	Policy created	Marné Reynecke
October 2015	Policy Review	Marné Reynecke
October 2016	Policy Review	Marné Reynecke
September 2017	Policy Review	Marné Reynecke
September 2018	Policy Review	Marné Reynecke
September 2019	Policy Review	Marné Reynecke
September 2020	Policy Review	Marné Reynecke
September 2021	Policy Review	Marné Reynecke

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2021-2022		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 balance curriculum. We consistently focus on, and live by our AJK **values**: Kindness, Effort, Aspirations, Tenacity which will help our pupils to reach Success. 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**:

- To work in collaboration with our teaching staff, supporting them with relevant Continuous Professional Development (CPD); weekly Collaborative Planning Meetings (CPM) with core subject leads; weekly Instructional Leadership Coaching Sessions; regular Learning Walk Feedback and regular Book Monitoring Feedback so that they can deliver well differentiated lessons from those pupils who need universal (Wave 1) support to those SEND pupils that need more bespoke interventions (Wave3). We also conduct observations using the Great Teacher Rubric (GTR) feeding back on teachers and cover supervisor's pedagogy twice per academic year. We will also use Provision Map from 2022 to ensure that we can track our SEND pupil's plans, provision and progress thoroughly each term.
- With regards to making progress, we will continue to set exceptionally high expectations for all our pupils and do whatever it takes to meet them – this includes our aspirations for our SEND pupils.
- We will teach, recognise and reinforce good behaviour as we know that good behaviour in class creates more valuable learning opportunities, as teachers can focus only on teaching and learning.
- We will ensure that every teacher knows the strengths and needs of the pupils in their class, but also those of the pupils in their year group.
- We will have appropriate universal (Wave 1) support in place during our English reading, English writing and our mathematics lessons.
- We will have appropriate targeted (Wave 2) interventions in place, so our pupils and gain knowledge, skills and strategies to support their independent learning in class. These newly acquired skills and strategies need to be applied to their learning in class.
- We will have bespoke (Wave 3) interventions in place to support that minority of SEND pupils with very specific needs and academic diets.
- We will analyse what the most beneficial for 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 The Inclusion Lead

The Inclusion Lead oversees the daily operation of the SEND policy in collaboration with the Inclusion Coordinator and the Senior SEND Teacher, who coordinates provision for our pupils with Special Educational Needs and Disabilities (SEND). The Inclusion Lead provides professional guidance to colleagues 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. In compliance with the Special Educational Needs and Disability Regulations 2014, the Inclusion Lead is also responsible for the following:

- a. In relation to each of the registered pupils who the Inclusion Lead considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable.
- b. In relation to each of the registered pupils who have special educational needs:
 - Identifying the pupil's special educational needs, and co-ordinating the educational provision which meets those needs
 - Monitoring the effectiveness of any special educational provision made
 - Securing relevant services for the pupil where necessary
 - Ensuring the records of the pupil's special educational needs and the special educational provisions made are maintained and kept up to date – this is now completed and updated on Provision Map
 - Liaising with and providing information to parents/carers of the pupils on a regular basis about that pupil's special educational needs and the special educational provision made
 - Ensuring that, where the pupil transfers to another school or educational setting, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution
 - Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- c. Selecting, supervising and training learning support assistants who work with pupils with special educational needs – this induction happens before or during the first week of their employment.
- d. Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs – this happens throughout the academic year during Inclusion Information Cohort Meetings.
- e. Professionals and Inclusion Team provides training for staff at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs.
- f. Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

3.2 **The Inclusion Coordinator**

The Inclusion Coordinator supports the Inclusion Lead in overseeing support for SEND pupils within the school and externally through outside agencies. Significant duties undertaken by the Inclusion Coordinator include supporting the Inclusion Lead in all named above tasks, as well as:

- Completing applications and referrals for pupils to outside agencies, liaising with parents, teachers and said agencies throughout
- Creating and updating Pupil Passports
- Managing spreadsheets of SEND registers, referrals, EHCP process stages, parent contact and professional caseloads
- Liaising with outside agencies regarding involvement with pupils: Enfield SEN, NHS, EP, counselling services, etc.
- Assessing SEND pupils annually with SEND assessment battery; assessing SEND pupils throughout the year where necessary on 'pop-up' assessment dates; marking, analysing and feeding back to teachers and parents on these assessments
- Acting as a first point of contact for parents who want to get in touch with the Inclusion Team
- Training teachers and TAs on intervention delivery
- Delivering and advising on interventions where necessary
- Meeting with teachers and TAs to discuss SEND pupils
- Keeping in ongoing dialogue with staff about Inclusion matters; sending out the monthly Inclusion bulletin
- Recommending appropriate wave 1, 2 and 3 interventions
- Locate, order and create resources:
 - Learning resources for pupils
 - Informative documents and resources for staff to refer to.

3.3 **The Senior SEND Teacher**

The Senior SEND Teacher plays an important role in ensuring that the principles of the work of Inclusion are integral to every classroom. The Senior SEND Teacher assists the Inclusion Lead and Inclusion Coordinator in some of the above duties where necessary, however their responsibilities are:

- Acting as a first point of contact teaching staff and Inclusion team regarding wave 1 intervention implementation, quality and strategies
- Briefing Head of Inclusion and Inclusion Coordinator on any updates, concerns, questions from class teachers in terms of their administration of the waves of support
- Training teachers in wave 1 interventions and support
- Investigating and observing wave 1 and 2 support, and proactively suggesting improvements and changes, as well as providing positive feedback for good practice
- Taking the lead on intervention tracking:
 - Managing tracking spreadsheets
 - Completing intervention learning walks
 - Giving staff feedback on interventions
 - Following up on interventions not taking place.
- Referring any issues on to Head of Inclusion

- Directing internal referrals to Inclusion team and Pastoral Team
- Locating and ordering resources for pupils

3.4 **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 SEN
- 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 SEN
- Assuring the governing body that the school website publishes the school's SEN offer

3.5 **The Headteacher**

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Though there are exceptions, our usual process for identifying SEND is as follows:

1. Class teacher (CT) identifies a concern in one or more areas (e.g. the child struggles to hear, cannot follow instructions and/or does not make eye contact).
2. CT speaks to the child's parent to share concern and find out parental concerns if any.
3. CT fills out a SEND referral form wherein they detail all potentially concerning behaviours or symptoms. This is sent to the Inclusion Team.
4. Inclusion Team receives the referral and discusses. Actions are decided regarding whether:
 - a. The referral does not detail anything that indicates a SEND, nor pastoral concern. In this case, the CT and parents are informed that no actions will be taken for now. Senior SEND Teacher may advise CT on any necessary classroom strategies to help the pupil.
 - b. The referral details a behavioural concern. In this case, the Pastoral team will be sent the referral and action as appropriate.
 - c. The referral details behaviours, issues or symptoms that warrant further investigation. In this case, the Inclusion team may carry out assessments, look at previous attainment data, ask for further information from staff and parents before making a decision about adding them to the SEND register. If after this they are not added, Senior SEND Teacher to advise on Wave 1 interventions where necessary, and Inclusion team and CT to catch up about the pupil at the end of term.
 - d. The referral details behaviours, issues or symptoms that are of immediate and obvious concern. In this case, the Inclusion team may add the child to the

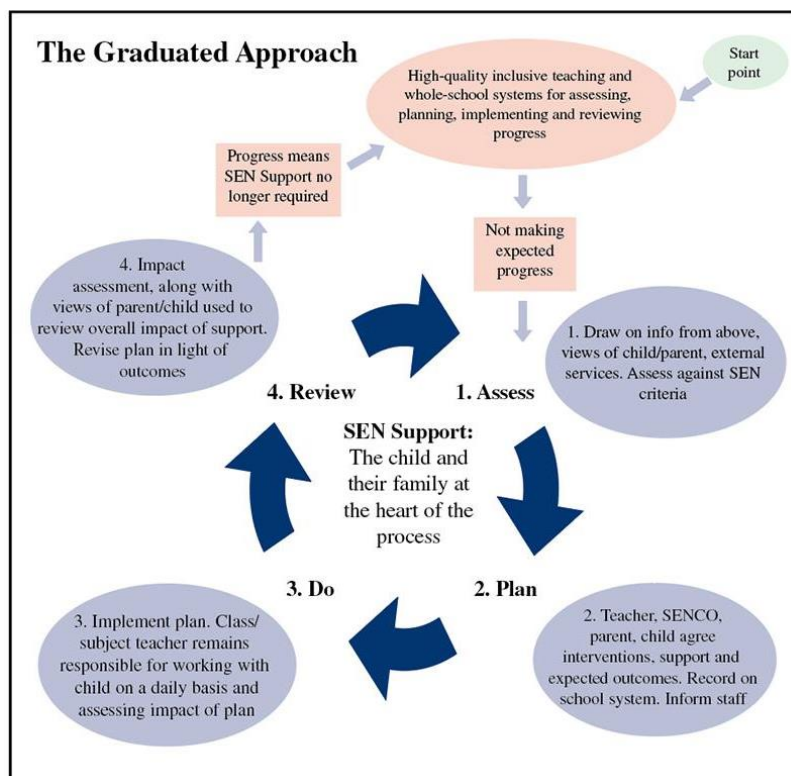
SEND register without needing to investigate much further, e.g. assessments may not be necessary.

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 0 – 25 (2015) to identify and categorise pupils with needs affecting their education:

- **Communication and interaction needs** refer to those students who experience difficulty with speech, language and communication
- **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
- **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.
- **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

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 interventions (this could rather be described as support) take place in the classroom and are synonymous with high quality teaching. Wave 1 interventions are 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 etc.

Wave 2

Wave 2 interventions involve small groups of pupils who struggle achieving lesson objectives, who need more time to consolidate learning, or who require pre-teaching. This could be a specific daily intervention programme or a teacher/TA repeating some unsuccessful learning in core subjects at the end of the day. These interventions are there to provide the pupils with strategies as well as repeated learning opportunities. If these interventions happen consistently and is of high standard our pupils will be able to use and apply these strategies to their daily learning when they are in whole class situations or when they must complete independent work. It is important that consolidations support should be carried out on the same day as the lesson by the teacher or TA in order for the pupil to achieve success. This is time limited and a pupil will take part in this intervention for a set amount of sessions/time.

Wave 3

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

6. MONITORING AND EVALUATION OF SEND SUPPORT AND INTERVENTIONS

The progress of all pupils towards their attainment targets are monitored at data entry points at least three times per year. It is expected that pupils with SEND will make good progress in response to high quality, well differentiated teaching. Where this is not the case, we respond to pupils’ needs by analysing areas of little progress made and addressing this through wave 1-3 interventions as necessary.

SEND pupils are also assessed once annually using a battery of assessments that are tailored to test issues relating to the child’s specific need. This enables the Inclusion Team to track the child’s progress more closely according to what they struggle with at school.

SEND pupils will also have information in relation to the National Curriculum (NC), and at which level they are performing. This is called Split Grids. They split grids at broken down objective taken from the NC. Staff will have a better understanding of the abilities a child model during when looking at objectives set out in the NC. This is updated three times per year by the class teacher in order to appropriate plan for pupils on the SEND register.

The senior leadership team (SLT), alongside the Inclusion Lead who is part of SLT and the Senior SEND Teacher, 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 Passports.

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 time-limited block of interventions to assess whether the intervention is allowing pupils to catch up with their peers. Baseline and post-intervention scores are recorded and compared to inform next steps. The Senior SEND Teacher monitors all wave 1 and 2 interventions and checks for frequency, attendance and quality as well as giving feedback and advice on intervention improvement.

Pupils with an Education, Health and Care Plan have at least one formal review meeting each year, at which progress and provision are considered and changes to their targets and provision are made if necessary.

7. TRAINING AND RESOURCES

We make every effort to ensure that staff at Ark John Keats 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 SEND 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 an 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. In order to maintain and emerge the quality of teaching and provision to best respond to the strengths and needs of all pupils, all staff are encouraged to undertake relevant and bespoke training and professional development, bearing in mind the cohorts they teach in. The Inclusion Lead regularly attends Inclusion Network Meetings at Ark Network level in order to keep up to date with local, Ark Network-wide and national updates in SEND.

For more information regarding training see section 'Dates of Staff Training' on pg. 2 and 3 of this document.

8. 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/Accessibilty%20Policy%20and%20Plan%20-%20September%202020.pdf>

9. DEALING WITH COMPLAINTS

Our named person for all matters relating to special educational needs and disabilities is Marné Reynecke. 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.

10. REVIEWING THE POLICY

Governors, the Headteacher, Head of Inclusion and Inclusion Coordinator, 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.

11. 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.

12. LINKS

Document	Link to Website
AJK's SEND Information Report	file:///jka-file2.secondary.arkschools.local/Homes\$/M.Reynecke/Downloads/SEND%20Information%20Report%20-%20September%202021.pdf
Academy Accessibility Plan and Policy	file:///jka-file2.secondary.arkschools.local/Homes\$/M.Reynecke/Downloads/Accessibilty%20Policy%20and%20Plan%20-%20September%202020.pdf
Access Arrangement Policy	file:///jka-file2.secondary.arkschools.local/Homes\$/M.Reynecke/Downloads/Access%20Arrangement%20Policy_3_1%20(1).pdf
Behaviour Policy	https://arkjohnkeats.org/sites/default/files/Primary%20Behaviour%20Policy%20%202021-22.pdf
Complaints Policy	file:///jka-file2.secondary.arkschools.local/Homes\$/M.Reynecke/Downloads/Complaints%20Policy%20August%202020%20-%20September%202021_3.pdf
Data Protection Policy	file:///jka-file2.secondary.arkschools.local/Homes\$/M.Reynecke/Downloads/Data%20Protection%20&%20Freedom%20of%20Information%20Policy%20(April%202018-April%202021)_2.pdf
Enfield's SEND Local Offer	https://new.enfield.gov.uk/services/children-and-education/local-offer/
Supporting Pupils with Medical Conditions Policy	file:///jka-file2.secondary.arkschools.local/Homes\$/M.Reynecke/Downloads/Supporting%20Pupils%20with%20Medical%20Conditions%20Policy%20-Sept%202020.pdf