



Ark John Keats Academy

Special Educational Needs and Disabilities (SEND) Secondary Policy

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1. INTRODUCTION TO SEND POLICY

At Ark John Keats Academy, we believe in the limitless potential of all children. If students work hard, there are no limits to what they can achieve. We have sky high expectations of what our students can achieve, regardless of barriers, and we believe that all students are entitled to access a broad and often academic curriculum and that they will thrive if given the appropriate support to access and succeed in that curriculum.

Ark John Keats Academy is a mainstream, non-selective, comprehensive secondary school and we believe in total inclusion. The purpose of our special education provision is based on our six pillars:

- **High expectations:** Every adult who works at AJK believes in the limitless potential of all children.
- **Excellent teaching:** Subject specialists plan lessons focused on rigorous content which make pupils work hard and think deeply about the subject, fostering their curiosity and love of learning.
- **Exemplary behaviour:** Pupils are unfailingly polite and well-mannered individuals who take responsibility for their own actions and seek to help others whenever they can.
- **Depth for breadth:** Our rich, challenging curriculum builds pupils' cultural capital to ensure they can all be knowledgeable, articulate and university ready.
- **Knowing every child:** Our teachers know and care about every child they interact with, proactively building strong and positive relationships between school and home.
- **Always learning:** Our continuous professional development, co-planning meetings and coaching ensure teachers feel stretched and supported, able to develop as teachers and leaders in a long-term career at Ark John Keats.

Definition of Special Educational Needs

Under the *Children and Families Act (2014)*, students have special educational needs if they have a learning difficulty or disability which requires special educational provision to be made for them. At Ark John Keats Academy, special educational provision is any provision that is additional to, or different from provision normally available to students of the same age.

- ✓ A student is identified as having a learning difficulty if she/he:
 - Has a significantly greater difficulty in learning than the majority of students of the same age
 - Has a disability which prevents her/him from making full use of educational facilities generally provided for students of the same age in school.
- ✗ A student is not regarded as having a learning difficulty simply because:
 - They have a home language which is different from the language they are taught in.
 - They are a new arrival in the UK
 - They have missed school due to persistent absence.
 - They are in care or a Looked After Child.
 - They are from a disadvantaged background.

A student is defined as having a disability if she/he has a physical or cognitive impairment which has a substantial, adverse and long-term negative effect on her or his ability to carry out normal day-to-day activities (*Equality Act 2010*).

The *SEND Code of Practice* (2015) applies four broad areas of need in which students may experience difficulties. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical needs (includes medical).

If a student is identified as having special educational needs and/or disabilities (SEND), this status is kept under review as it is likely that her or his needs may change over time. No student is categorised or added to the SEND Register for longer than is appropriate for them to receive the special educational provision required.

At Ark John Keats Academy, the SEND Code of Practice leads our provision and duties for supporting students with special educational needs. This includes working together across education, health and social care toward joint outcomes in partnership with the student and their family, recognising their knowledge and experience in a shared review of the student's needs and developing a consistent approach to learning across home and school to support students with SEND to achieve their potential.

2. A GRADUATED RESPONSE TO SEND

Early Identification of Special Educational Needs

Early identification of a student's needs is the key to unlocking the potential of students who may have SEND. At Ark John Keats Academy, we adopt a timely, graduated approach to ensure that students who do not develop knowledge and skills at age related expectations, or those who fall behind other students of the same age are identified as soon as possible. On entry, all students are screened and assessed when they join Ark John Keats Academy, or at any other time when concerns about a student's learning and development are raised. The assessment tools we use include:

- Baseline Ark assessments in reading, writing and maths.
- Reading Age assessments at the start of Year 7.
- Half termly formative assessments in all non-core subjects
- Ongoing observations by form teachers, subject specialists and Graduate Teaching Assistants (GTAs).

Ark John Keats Academy Graduated Response

ASSESS

Teachers identify a student's strengths and needs to inform effective planning and appropriate interventions

PLAN

Teachers use assessment information and views of the student, family and external professionals to plan appropriate teaching strategies.

REVIEW

Teachers continually review student progress to evaluate how effective the support has been.



DO

Teachers and support staff implement the planned support and develop a better understanding about how the student learns.

For students assessed and identified with SEND through this graduated approach, information and strategies are used to create an individual **Pupil Passport**. Students and their families are involved in the process of setting specific, measurable, achievable, realistic and timebound (SMART) termly targets as part of a personalised **Individual Learning Plan**. This information is then used by teachers and other external professionals to ensure that the student is provided with the appropriate level of work and support during lessons. These documents are reviewed at the end of every term.

For students identified with SEND, different levels of interventions are provided that are in addition to or different from support provided as part of the standard curriculum. This provision is part of the **Ark John Keats Academy School Offer**.

For students with Additional Needs:

Students with Additional Needs are not added to the SEND Register, but are monitored by the Inclusion Department. Most students with Additional Needs can have their needs met by appropriate scaffolded support, universal strategies and high quality teaching with monitored progress. The Inclusion Department advise Form Teachers and Subject Specialists on specific strategies or actions required for them to make accelerated progress. These students:

- Demonstrate difficulties in the area of Communication and Interaction and make limited or no progress after 2 terms of the Graduated Response.
- Show signs of difficulty in Cognition and Learning with the limited development of literacy or mathematical skills which result in low attainment in some curriculum areas after 2 terms of the Graduated Response.
- Present behavioural and/or emotional difficulties in the area of Social, Emotional and Mental Health and do not respond to pastoral interventions and techniques after 2 terms of the Graduated Response.
- Have Physical and/or Sensory difficulties and continue to make limited or no progress after 2 terms of the Graduated Response.

For students on Special Educational Needs (SEN) support:

Students on SEN support level usually, but not always have a confirmed diagnosis in one of the four broad areas of need. These students receive a **Pupil Passport** and **Individual Learning Plan**. Students on SEN Support may:

- Demonstrate ongoing difficulties in the area of Communication and Interaction that delay their social development and create substantial barriers to learning.

- Continue to show limited or no progress in specific areas of Cognition and Learning for more than 2 terms. They are working substantially below age related expectations and continue to show difficulty in the development of literacy and mathematical skills.
- Present behavioural and/or emotional difficulties in the area of Social, Emotional and Mental Health which regularly and substantially interfere with their own learning or the effective learning of other students in their class. These students receive ongoing pastoral interventions and support.
- Have ongoing Physical and/or Sensory difficulties which require regular advice and/or interventions from external professionals and require specialist equipment.

For students with an Education Health and Care Plan (EHCP)

For some students with significant learning difficulties, the level of provision with SEN support may not be sufficient to enable them to make expected progress. For these students with needs that cannot reasonably be met with resources normally available to the school, a statutory Education, Health and Care (EHC) Needs Assessment, conducted by the local authority in partnership with the school may result in a proposed Education Health Care Plan (EHCP). Details of the EHC Needs Assessment are included in the SEND Code of Practice (2015). The EHCP statutory content includes:

- Section A: Personal Details
- Section B: Summary of Special Educational Needs
- Section C/D: Health and Social Care needs related to SEND
- Section E: Outcomes
- Section F: Special Education Provision
- Section G/H: Health and Social Care Provision
- Section I: Educational Placement

Education Health Care Plans are reviewed at least annually with the student, their Parent/Carer, the Local Authority and the School. These reviews may lead to changes in the EHCP. Annual Reviews for students in Year 9 and Year 11 support the student in preparation for adulthood and Post-16 provision.

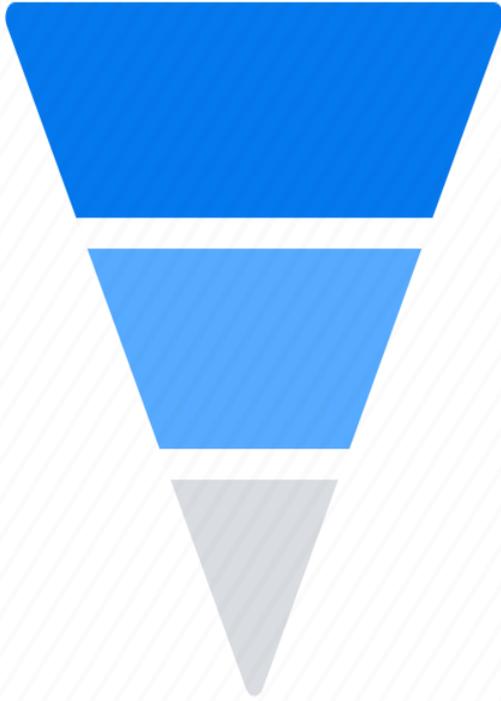
Outcomes from the EHCP are broken down into SMART Targets on the student's Individual Learning Plan and reviewed termly. External professionals from health or social care services may be involved to support students with EHCPs. Ark John Keats Academy will obtain consent from the student's Parents/Carers for this to ensure that they are working in partnership and everyone is able to contribute to the process.

3. ARK JOHN KEATS ACADEMY SCHOOL OFFER

Ark John Keats Academy uses the Wave Model to describe the different levels of interventions provided in our School Offer that can be understood and systematically implemented. Details of Ark John Keats Academy School Offer and interventions can be found in the appendix.

WAVE 1: UNIVERSAL SUPPORT

Every teacher at Ark John Keats Academy is a teacher of SEND. We believe that students needs are best met in the classroom through High Quality Teaching, with the appropriate scaffold and stretch to meet individual needs.



WAVE 2: TARGETED SUPPORT

Internal, targeted one to one or small group support and interventions are provided as additional short term special educational provision to overcome identified barriers to learning.

WAVE 3: SPECIALIST SUPPORT

External, specialist support is provided when it is considered necessary to plan the best outcomes for students who make limited or no progress despite High Quality Teaching and Targeted Support.

4. ROLES AND RESPONSIBILITIES

Provision for students with SEND is the responsibility of every member of staff at Ark John Keats Academy. Teaching staff across the curriculum work in collaboration with the Inclusion Department to support students in every area of development. The Principal/Secondary Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND provision at Ark John Keats Academy.

SENCO roles and responsibilities:

- Maintaining a strategic overview of secondary SEND provision and the daily operation of the secondary SEND Policy at Ark John Keats Academy.
- Fulfilling Ark John Keats Academy statutory responsibilities for the annual review process of EHCPs are met.
- Overseeing of Inclusion Department, intervention programmes and external professionals who provide targeted and specialist support to students with SEND.
- Providing support and advocacy for all students with SEND by identifying effective resources, support and training required for students with SEND to learn effectively and make progress.
- Acting as key point of contact for all Parents/Carers of students with SEND and the Local Authority to support transition of students with SEND.
- Delivering SEND specific whole school training to support and develop universal support and strategies.
- Working with and advising Form Teachers and Subject Specialists on High Quality Teaching to ensure effective learning is provided for all students with SEND.

Teacher roles and responsibilities:

The SEND Code of Practice (2015) states that “all teachers are teachers of children with SEND”. In order to ensure that our students with SEND learn effectively and make progress, our teachers adapt their lessons and use universal strategies to meet the needs of students with SEND. Teachers’ responsibilities include:

- Knowing every child – taking into account the wide range of attainment in lessons and the special educational needs of each student.
- Adapting lessons with scaffold and stretch to meet the needs of all students in the class.
- Actively monitoring the learning of students with SEND at each stage of the lesson.
- Providing support and raising aspirations for all students with SEND by discussing targets with them and progress toward meeting targets.
- Ensuring that the skills learned during targeted interventions are consolidated throughout teaching and learning in lessons.

Inclusion Department roles and responsibilities:

- **Deputy SENCO:** Leading on Exams Access Arrangements (see Access Arrangements Policy for more information), co-ordination and delivery of assessments and screeners for students referred to the Inclusion Department.
- **Higher Level Teaching Assistant (HLTA):** Assisting with the daily operation of the Inclusion Department, providing coaching for GTAs and delivering specialist support as an Emotional Literacy Support Assistant.
- **Medical Administration Officer:** Providing medical support and first aid to students across the school. (See Supporting Students with Medical Conditions Policy for more information).
- **Graduate Teaching Assistants (GTAs):** Delivering outstanding support to students and teachers to ensure that students with SEND learn effectively and meet SMART targets.

5. SUPPORT

Support for Families

Parents/Carers of students with SEND are supported through regular contact, information sharing and termly Academic Review Days.

Specific support is provided at key transition points. On entry to Ark John Keats Academy, the SENCO works with the family, local authority and previous education providers to ensure a smooth transition for students with SEND and a positive start to their secondary experience.

At the end of Key Stage 3, Parents/Carers may speak to the SENCO about helping their children to choose options for Key Stage 4. At the end of Key Stage 4, Parents/Carers may speak to the SENCO for support related to Post-16 choices.

Support for Students with Medical Conditions

We know that students at Ark John Keats Academy with medical conditions should be well supported so they have full access to education, including Physical Education and Educational Visits.

Some students with medical conditions may also have special educational needs and/or disabilities (SEND). Ark John Keats Academy will fulfil all duties to students under the Equality Act (2010) and the SEND Code of Practice (2015).

For more information, please see the Accessibility Plan and Policy and the Supporting Students with Medical Conditions Policy on the Ark John Keats Academy website.

Local Offer

Additional support for families is available through the local authority. Enfield's Local Offer is signposted on the Ark John Keats Academy website and can be found here:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

Parents/Carers may also wish to contact Enfield Special Educational Needs and Disabilities Information Advice & Support Service (Enfield SENDIASS):

SENDIASS is a service of Every Parent & Child
Community House
311 Fore Street
London N9 0PZ

Helpline: 020 8373 6273
Email: Sendiass@epandc.org.uk

6. TRAINING AND RESOURCES

Ark John Keats Academy is committed to offering staff continued professional development, training and resources in order to meet needs of all students with SEND and support teachers to feel confident and skilled to work with the diverse needs of the students they support and teach.

Specific programmes of SEND training are scheduled each academic year. These cover the four broad areas of need, medical conditions and behaviour for learning.

Our SENCO regularly attends SENCO network meetings at both the Local Authority and Ark Network level to keep up to date with network-wide, local and national developments in SEND.

Staffing and resources are funded through the Academy's notional SEN budget. This is a sum of money the Academy receives from the local authority to meet the needs of all students. Support and resources from this budget are provided as required up to the value of £6000 per student with SEND.

Some students with an EHCP may receive additional funding (Top Up Funding) to make sure their needs are met. This Top Up Funding is used specifically for resources required for that student and this is reported on during the annual review process.

7. ACCESSIBILITY

Under the Equality Act (2010), schools have a duty to plan to increase the accessibility of the school site over time for students with disabilities. Physical access and access to learning for students with disabilities are provided in full, in line with the access provided for all other students. More information can be found in the Accessibility Plan on the Ark John Keats Academy website.

8. COMPLAINTS

Our named person for all matters related to SEND is the SENCO, Debs Harter. She should be the first point of contact if Parents/Carers have a concern.

If Parents/Carers wish to make a formal complaint, guidance as to how this can be done is available on the Ark John Keats Academy website in our Complaints Policy.

9. SEND POLICY REVIEW

Governors, the Principal and SENCO will review this Policy, taking into account the views of students with SEND, their families and all external professionals who have been consulted and contributed to SEND provision across the year. An update will be published on the Ark John Keats Academy website. This policy will be reviewed and updated annually.

10. 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.

1. Wave 1: Universal Support

High Quality Teaching:

Students are assessed at the start of Year 7 or point of entry and then termly formative and summative assessments after that point to inform teachers of their progress and attainment. Teachers are trained and given intellectual preparation time to help scaffold and support students with SEND through planning of resources, learning activities and questioning to make the work accessible for all students.

Wave 1 Pupil Passports:

SENCO and GTAs observe any students who are referred to the Inclusion team with difficulties accessing learning or completing work in class.

Pupil Passports are designed by the Inclusion team in collaboration with the student and their family to outline successful strategies teaching staff can use to meet their needs.

Pupil Passports are reviewed termly during Academic Review Days to receive input from the student and family to update the Pupil Passports as necessary.

Screening:

Any student identified by Ark John Keats staff as having specific difficulties can be screened for specific learning difficulties. This information can then be shared with an external certified assessor to confirm a specific learning difficulty (SpLD). Following the screening, specialist equipment such as visual stress overlays can be issued as required and this information is added to the Pupil Passport.

Medical Care Plans

Any student with confirmation of a medical need or diagnosis will receive a medical care plan with a summary of symptoms, details of medication administration and strategies for meeting individual medical needs. Medical care plans to be shared with all relevant staff working with the student.

Tea and Talk:

Alternative provision for structured social time at break for workshops or drop-in sessions to cover different emotional needs such as friendship, anger management or zones of regulation. Student evaluation to be completed after each session. Students can be referred to safeguarding team or Wave 2 support.

2. Wave 2: Targeted Support

Intervention Referrals

Each half term, Heads of Year, Heads of Department and the Pastoral team can refer specific students to the Inclusion team for additional support. As part of this process, the SENCO and Deputy SENCO review the referrals, prioritise and assign students to internal Wave 2 targeted intervention to start the Assess Plan Do Review (APDR) cycle – minimum 6 weeks maximum 12 weeks. These interventions are reviewed after each term and students who are not making progress on Wave 2 interventions after 2 terms or who have already received Wave 2 interventions can then be assigned to Wave 3 (specialist) support.

Communication and Interaction:

Intervention	Plan	Assess	Do	Review
English as an Additional Language (EAL) Support	Entry Criteria:	SMART target added to Individual Learning Plan	Weekly 40 minute sessions in small groups	Exit Criteria:

	Scored under advanced stage 3 in baseline EAL Language Acquisition Assessment	based on outcome of baseline assessment.	with up to 3 students and 1:1 work to practice and develop conversational English.	Scored at least advanced stage 2 in EAL Language Acquisition Assessment.
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Cognition and Learning

Intervention	Plan	Assess	Do	Review
NEW: Lexia PowerUp Literacy	Entry Criteria: Scored under age related expectations in NGRT. Completed three part Auto Placement baseline assessment.	SMART targets added to Individual Learning Plan based on outcome of baseline assessment.	3 x weekly 30 minute online sessions in small groups at appropriate instructional level for word study, grammar and comprehension.	Exit Criteria: Student is working at age related expectations across three areas.
Fresh Start Phonics	Entry Criteria: Scored below 85 on Read Write Inc speed sounds phonics baseline assessment.	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment.	Daily 10 minute 1:1 sessions planned to meet student's specific area of needs	Exit Criteria: Student is working at age related expectations across three areas.
SOS Spelling	Entry Criteria: Scored under 85 on Single Word Spelling Test (SWST)	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment.	Daily 10 minute 1:1 sessions planned to meet students specific area of need.	Exit Criteria: Scored above 85 on Single Word Spelling Test (SWST).
NEW: Ark My Mastery Interventions	Entry Criteria: Scored in the lowest percentile of Ark fundamental skills assessment in maths and can not access nurture groups	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment	Daily 10 minute 1:1 sessions planned to meet students specific area of need.	Scored at least 84/139 in the Ark fundamental skills assessment.
Turnabout (Memory Skills)	Entry Criteria: Scored below 90 on Turnabout audio test or 1:45+ on Turnabout visual test	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment	Daily 10-15 minute 1:1 sessions planned to meet students specific area of need.	Exit Criteria: Turnabout audio score 90 or above. Turnabout visual score 1:45 below or improve by 30 seconds.

Social, Emotional and Mental Health:

Intervention	Assess	Plan	Do	Review
NEW: Zones of Regulation	Entry Criteria HOY referral and scored above 30 on ZOR survey.	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment.	Weekly 30 minute small group sessions based on Zones of Regulation curriculum.	Exit Criteria: Scored below 20 ZOR survey.
Individual Pupil Support (IPS)	Entry Criteria:	SMART targets to be added to Individual Learning Plan	3 x 1:1 weekly 15/20 minute sessions planned to meet	Exit Criteria: Student meets individual targets and

	HOY Referral and scored high risk on strengths and difficulties questionnaire (SDQ).	based on outcome of baseline assessment.	students specific areas of need.	reduces risk to medium/low on strengths and difficulties questionnaire (SDQ).
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Sensory and/or Physical

Intervention	Assess	Plan	Do	Review
Active 10	Entry Criteria: HOY referral based on diagnosed need (ADHD) Scored below 5/10 on AJK STAR assessment.	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment	Daily 15-20 minute 1:1 sessions to be delivered with 'Speed Up' Programme recommended	Exit Criteria: Scored 7/10 in AJK STAR assessment.

3. Wave 3: Specialist Support

If a student has already received Wave 2 targeted support, or they are not making progress with Wave 2 interventions, they can be referred for Wave 3 specialist interventions. These interventions are delivered by external professionals and facilitated by GTAs. They are designed to meet specific needs during a specified timeframe. If a student does not make progress with Wave 3 support across 2 APDR cycles (terms, they could be eligible for SEN support or Education Health Care Plan (EHCP).

Communication and Interaction

Intervention	Assess	Plan	Do	Review
SALT Support (currently statutory support only)	Entry Criteria: Scored red in at least 1 in 4 areas of speech, language and communication (SLC) assessment. No progress on targeted support level for 2 terms	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment.	Speech and Language Therapist (SALT) to observe student and report best strategies with staff training to deliver weekly small group sessions.	Exit Criteria: Amber pr Green in 4 areas of SLC assessment tool.

Cognition and Learning

Intervention	Assess	Plan	Do	Review
Educational Psychologist	Entry Criteria No academic progress with targeted support for 2 terms.	SMART targets to be added to Individual Learning Plan from EdPsych report or advice.	EP to meet with student and family. Share targets and strategies or conduct report.	Exit Criteria: No further action needed by EdPsych.

Social, Emotional and Mental Health

Intervention	Assess	Plan	Do	Review
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BOSS: Building on Strengths and Solutions (Solution Focused Therapy)	Entry Criteria HOY referral with behaviour concerns. No progress on targeted support level for 2 terms.	SENCO to meet with SFT practitioners before each new block to discuss and set best hopes for students.	6 x hour long CBT sessions to be delivered by SFT practitioners each week.	Exit Criteria: Programme completed.
ELSA (Emotional Literacy Support Assistant)	Entry Criteria HOY referral with specific concerns: Emotional Literacy Attachment Theory Emotional Regulation Worry and Anxiety Grief and Loss Friendship and Play.	ELSA to plan and deliver individual sessions.	6 x hour long 1:1 sessions to be delivered by ELSA each week.	Exit Criteria: Programme completed.
School Counsellor	HOY referral and scored high risk on strength and difficulties questionnaire (SDQ).	Initial introductory session followed by 4 week assessment	12 x 45 minute 1:1 sessions delivered by counsellor	Exit Criteria: Scored medium/low risk on SDQ.
CAMHS referral	Entry Criteria: No progress after Wave 3 specialist SEMH support for 2 terms	SENCO to refer student to local CAMHS team	SENCO to refer student to local CAMHS team.	Depends on CAMHS waitlist.

Sensory and/or Physical

Intervention	Assess	Plan	Do	Review
Physiotherapy or OT referral	Entry Criteria: No progress after Wave 2 support for 2 terms	SENCO to support student with GP or private referral	SENCO to support student with GP or private referral	Depends on waitlist.

