



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



Policy Information

Named personnel with designated responsibility for Special Educational Needs

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2018-2019	Joanna Rees	Dominic Smith	TBC	Sophie Taylor

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
October 2018	Policy created	ARK Central

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2015		Sophie Taylor

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1 INTRODUCTION

Whilst all schools have statutory responsibilities for children with Special Educational Needs and Disabilities (SEND) as covered by the special educational needs and disabilities code of practice (DfE 00205 2013) we support our academies to go above and beyond this in four distinctive ways:

- a Early identification.
- b Forensic teaching.
- c High impact intervention.
- d Review and response.

2 EARLY IDENTIFICATION

2.1 Universal Screening

We ensure that every child in reception is screened at the start of the school year and that every child joining an ARK Academy after this point is screened on entry.

2.1.1 Children are screened for speech, language and communication skills upon entry to Reception. These screens are also available in KS1 and KS2 if there is a cause for concern. For children who display early signs of high level challenging behaviour, anxiety or withdrawal the Strength and Difficulties Questionnaire (SDQ) will be used and advice from specialists sought.

2.1.2 Children with low screening assessment scores or 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 a persistent problem that requires additional support has been identified that a child may be said to have SEN.

2.2 On-going identification

Our academies are data rich environments and the six-weekly data collection in English and maths and termly assessment against the Early Years Framework is used to monitor the academic progress of every child and highlight both emerging issues and the impact of any intervention. The weekly review of behaviour data highlights where children are displaying behavioural problems.

3 FORENSIC TEACHING

We train our teachers to understand the needs of every child they teach, and to systematically and thoroughly review the progress each child is making.

Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.

We prioritise this training and have designed specific modules for every teacher from those on our initial teacher training programme, through middle and senior leadership programmes. Our inclusion team provide bespoke whole school training to ensure that all teachers are able to meet the needs of the children in their classes. This includes teaching reading and writing, techniques for meeting the needs of dyslexic and autistic children, de-escalating challenging behaviour and creating communication friendly classrooms.

4 HIGH IMPACT INTERVENTION

We support the use of specific high impact interventions and teaching techniques that have proven impact in addressing the most common needs our children present.

When a problem is highlighted the academy identifies, implements and reviews the most appropriate intervention for each individual child (see Table 1). These range from adapted teaching techniques in the mainstream classroom to specific interventions to support children with particular learning needs. We train school staff in a number of interventions that have been proven to have the most significant impact across our network and further afield in addressing commonly encountered Special Educational Needs. The support in place to meet the individual needs of each year group is identified in the Graduated Response chart showing the support at a Wave 1-3 level and the intended outcomes of that support.

	Wave 1: Mainstream classroom	Wave 2: School-based additional intervention	Wave 3: Specialist intervention
Literacy (inc speaking, listening and communication)	<ul style="list-style-type: none"> • Read, Write Inc phonics • Spelling • Specialist literacy teachers • Word banks and visual support resources • Sound buttons 	<ul style="list-style-type: none"> • Nuffield Early Language Intervention • Talk Boost • Narrative Intervention • 1:1 Read, Write Inc. tutorials 	<ul style="list-style-type: none"> • Speech and Language therapy • Educational Psychology input • Occupational Therapy input • Specialist outreach services for ASD • Ark SAL therapist (Clare Wilson) • Ark Inclusion lead support (Carly Biggam and Jo Rees)
Numeracy	<ul style="list-style-type: none"> • Mathematics Mastery 	<ul style="list-style-type: none"> • Mathematics Mastery tutorials 	
Social, emotional and mental health needs	<ul style="list-style-type: none"> • Nurture intervention/ Social skill support groups/ Art therapy/ school councillor/ daily mindfulness/ check ins/ comic strip conversations/ restorative conversations 		

Table 1: ARK Schools high impact interventions

5 REVIEW AND RESPONSE

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 SEN registers and who are excluded from our schools.

5.1.1 Support for all children is coordinated through each academy's provision map. If a child receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:

- a Baseline assessment (Assess)
- b Target setting (Plan)
- c Targeted support (Do)
- d Review and evaluation (Review)

- 5.1.2 The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Where progress and/or behaviour remain a significant cause for concern, despite targeted teaching and support, the class teacher in consultation with the parents and SENCo will determine whether to refer the child for specialist assessment. Where such an assessment confirms that the child has a learning difficulty which requires special educational provision, the SENCO places the student on the SEN register at SEN Support and ensures that parents are informed.
- 5.1.3 School leadership teams review the progress of all children every six weeks and make appropriate responses to this data. They report numbers on the SEN register and exclusions termly to the LGB and ARK Schools. The Assess-Plan-Do-Review process is recorded and monitored on the Graduated Response Chart for each year group.

6 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.