

# Ark Soane Academy

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

2022-23

**Purpose:**

The purpose is to outline how we meet the needs of students with SEN or a disability.

This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND Code of Practice 0 – 25, September 2014. This policy was created by the academy SENDCo in collaboration with the SEND Link Governor and the Academy Leadership Team, considering the views of students, parents and relevant other stakeholders.

Date of last review:	June 2022	Author:	Education Directors
Date of next review:	July 2023	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	Ark Soane Academy	Key Contact Name:	Governance Team
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**ARK MODEL**

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input checked="" type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Secondary Special Educational Needs (SEN) and Disabilities

## Introduction

### Policy Information

Named personnel with designated responsibility for all matters associated with SEND:

<b>Role</b>	<b>Designated Person</b>	<b>Contact Details</b>
Principal	Matt Neuberger	m.neuberger@arksoane.org
SENDCo	Isobel Currie	I.currie@arksoane.org
Senior leader who manages the SEND Department	Rob Orme	r.orme@arksoane.org
SEND Link Governor	Kate Bellamy	Info@arksoane.org
Designated teacher with safeguarding responsibility	Rob Orme	r.orme@arksoane.org
Member of staff responsible for students with medical needs	Isobel Currie	I.currie@arksoane.org
Member of staff responsible for managing PPG/LAC funding	Rob Orme	r.orme@arksoane.org

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*Appendix A outlines the Assessment strategy which unpins identification, assessment and progress.*

### 1. VISION, VALUES AND AIMS

Our Special Educational Needs and / or Disabilities policy (SEND) aims to outline our expectations to support our students with SEND those, together with the systems and processes to support identification of need. We promote maximum inclusion of all students and recognise students' entitlement to a broad and balanced curriculum whilst meeting their individual needs. We recognise that some students may require more support than others and we aim to plan accordingly.

Ark Soane is committed to delivering an education that ensures our students have the education and character to go on to live happy, fulfilled lives as the drivers of their own destinies. Staff in the SEND department work with teachers and other colleagues in all subjects to ensure that work set is adapted and appropriate. Staff are given strategies to support each individual student, providing materials and training to aid where necessary. Where more individualised support or teaching is required, this is usually led by an individual in the SEND department.

We also work closely with a range of professionals outside school to provide informed pastoral support and to support learning, based on students' specific, individual needs. Listening to students, working with parents, and listening to their aspirations to achieve the most appropriate provision, is a key element in all our work.

The key legislation underpinning the SEND policy

- Part 3 of the Children and Families Act 2014 and associated regulations
- SEND Code of Practice 0 – 25 (July 2014)
- Working Together to Safeguard Children (2018)
- Supporting children at school with medical conditions (2014)
- The Special Educational Needs and Disability regulations 2014
- The Special Educational Needs (Personal Budgets) regulations 2014
- The Equality Act (2010)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Aims

- We work in participation with children and their parents or carers, jointly making decisions at individual and strategic levels.

- We ensure regular consultation and partnerships with parents and outside agencies to develop opportunities for working in partnership. This includes working with the LEA (Ealing) local offer.
- We continue to develop an inclusive ethos which focuses the school, all staff, the teaching, and the learning on the concept of 'Learning Difference not Learning Need'.
- We operate as a SEND friendly learning environment making provision through using a multi-sensory practice and pedagogy.
- We work towards the early identification of needs in order to ensure students benefit from early support and high-quality provision to meet their learning differences.
- Students with additional SEND / learning differences are supported through a graduated approach; to support with constant use of assess, plan, do and review.
- We monitor and evaluate progress of students with SEN/D and the impact of intervention through outcomes.
- All students on the SEN register should have Student Learning Passports and negotiate/co-ordinate realistic targets for students with Education, Health and Care Plans (EHCPs) and those on SEN support that contain clear advice and guidance and plans for support to enable students to make excellent progress.
- At Ark Soane, every teacher is a teacher of every child or young person including those with SEND, learning difference, EAL or additional need.
- We ensure that all staff have the knowledge, skills and understanding to support students with learning differences in the short and long term as required.

Ark Soane endeavours to meet and support all children with SEND needs through:

### **High expectations**

All children, regardless of SEND status, 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.

### **Excellent teaching**

Meeting the needs of children with SEND is a **whole academy responsibility**. We train our teachers to understand the needs of every child and to review their progress regularly, systematically and thoroughly. We expect all teachers to be teachers of every child and to adjust their teaching to enable all children to make progress.

### **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.

### **Impactful 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.

### **Regular 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.

## **2. DEFINITION OF SEND**

The SEND Code of Practice 2015 states that a young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learning difficulty is had if the young person:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### 3. CATEGORIES OF SEND

Students' needs and requirements fall into four broad areas, but individual students may well have needs which span two or more areas. For example, a student with general learning difficulties may also have communication difficulties or a sensory impairment.

- **Communication and Interaction:**
  - Autistic Spectrum Disorder including Asperger's syndrome
  - Speech, Language and Communication needs
- **Cognition and Learning:**
  - Learning difficulties
  - Specific learning difficulties e.g., dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental health:**
  - Mental health difficulties e.g., anxiety, depression
  - Attention Deficit disorder, attention deficit hyperactive disorder, attachment disorder
- **Sensory and/or physical:**
  - Hearing impairment
  - Visual impairment
  - Physical disability
  - Multi-sensory impairment

Under the Equality Act 2010 many young people who have SEND may have a disability if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

We do not directly or indirectly discriminate against disabled students, and we promote equal opportunity in every aspect of school life. We make reasonable adjustments to ensure that disabled students are not placed at a disadvantage with reasonable adjustments often being anticipatory in nature.

### 4. ROLES AND RESPONSIBILITIES

#### **Responsibilities for students**

- To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self-evaluation and review.

#### **Responsibilities for Parents and Carers**

- To be actively involved in working with the school to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

### **Responsibilities for Teachers**

- To plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to the National Curriculum at a level that challenges all students to reach their full potential.
- To ensure that student learning passports are used as part of the lesson planning process.
- To work in collaboration with the SEND department to develop resources and ensure effective use of support, including partnership teaching.

### **Responsibilities for the School SENDCO**

- To identify student, need accurately and ensure support is targeted efficiently and effectively.
- To maintain and update the school's SEND profile.
- To work with subject areas to develop resources and/or deliver CPD to support student learning so that students are achieving in line with national expectations and in line with their ability.
- To establish systems that ensure statutory requirements are met for SEND under the SEND Code of Practice.
- To deploy staff and resources according to the needs of the students.
- To report to the Academy leadership/School Strategy Board (governance) on progress and developments. To agree a programme of professional development with the Academy Leadership Team that will ensure all staff have the knowledge skills and understanding to support those students with SEND.
- The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordinating provision made for students with SEND.
- The SENDCo provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.
- The SENDCo plays an important role with the Headteacher and governing body in determining the strategic development of the SEND policy and provision within the academy in order to raise the achievements of students with SEND.
- In compliance with the Special Educational Needs and Disability Regulations 2014, the SENDCo is also responsible for the following:
- In relation to each of the registered students who the SENDCo considers may have special educational needs, informing a parent / carer of the student that this may be the case as soon as is reasonably practicable.

In relation to each of the registered students who have special educational needs:

- Identifying the student's special educational needs, and co-ordinating themaking of special educational provision which meets those needs
- Monitoring the effectiveness of any special educational provision made
- Securing relevant services for the student where necessary
- Ensuring the records of the student's special educational needs and the special educational provision made are maintained and kept up to date
- Liaising with and providing information to a parent / carer of the student on a regular basis about that student's special educational needs and the special educational

provision made

- Ensuring that, where the student transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution
- Promoting the student's inclusion in the school community and access to the
- school's curriculum, facilities and extra-curricular activities
- Selecting, supervising and training learning support assistants who work with students with special educational needs
- Advising teachers at the school about differentiated teaching methods appropriate for individual students with special educational needs
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of students with special educational needs
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision

### **Responsibilities for Teaching Assistants**

- To work with teachers and support students so that students with SEND are able to access the curriculum and make expected or good/outstanding progress
- To empower students to develop effective strategies that enable them to become independent learners
- To implement specialist support strategies within the classroom
- To deliver withdrawal lessons and interventions
- To be a keyworker for identified students within the SEND profile

### **Responsibilities for Heads of Department**

- To ensure fully differentiated quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.
- To ensure that Literacy and Numeracy policies are embedded in subject areas working practices in order to support all students working below expected levels in these core areas.
- To monitor, evaluate and review the quality of teaching and learning across the subject area, with regard to students with SEND.
- To monitor the academic progress of students with SEND across the curriculum ensuring that the identified strategies on student support plans are in place.
- To make referrals to the year lead /SENDCO where there is any concern identified

### **Responsibilities for the Senior Leadership Team**

- To ensure statutory requirements are met for SEND by the subject areas and whole school.
- To establish a program of professional development to raise staff awareness and their capacity to make improvements to planning, teaching, and learning at all levels so that the Academy will ensure a quality education for students of all abilities and learning profiles

### **Responsibilities for the Principal**

- Setting objectives and priorities in the school development plan, which includes SEND



- Overall responsibility for the strategic planning and day-to-day delivery of SEND provision.
- Review how expertise and resources used to address SEN can be used to build the quality of whole-school provision

### **Responsibilities for the SEND Governor**

- Ensuring that provision of a high standard is made for students
- Ensuring that SEN students are fully involved in school activities
- Have a regard to the Code of Practice when carrying out these responsibilities
- Are fully involved in developing and subsequently reviewing the SEND policy and SEND annual information report and reviewing provision within the school.
- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support students with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school

### **5. EARLY IDENTIFICATION AND ASSESSMENT FOR STUDENTS.**

Here at Ark Soane, we have a clear method to identifying and responding to SEND at a whole school level.

- Students are assessed on entry to the school for reading, spelling and handwriting. These skills are re-tested each year to monitor progress.
- If arriving from Year 6 we use the information including any confirmed diagnosis and critical data from primary schools.
- Data is collected at the end of every which maps the progress and attainment of students.
- Students are monitored for examination access arrangements from year 9 onwards.
- Students are monitored in other areas other than attainment such as social skills, mental health, and personal wellbeing.

The purpose of the identification is to assess which actions the school needs to take. As part of this process the needs of the whole child are considered, not just the special educational needs of the student.

If students do not make their expected progress according to their age and their individual circumstances, then this will be evident through:

- Progress that is significantly slower than that of their peers who had begun from the same baseline.
- Failing to match or improve on the student's previous rate of progress.
- Failing to close the attainment gap between the student and their peers.
- A widening of the attainment gap.

If a student continues to show a lack of academic progress, then External agencies may be consulted such as the Educational Psychology Service or Speech and Language Therapy. If a student is disengaged with school, then they could be referred to a Behaviour Support Specialist. Additionally, if there are social or emotional concerns then students may be

referred to Child and Adolescent Mental Health Services (CAMHS).

The school involves specialists at any point to advise them on early identification of SEND and effective support and intervention. The student's parents/carers are always included in any decision to involve specialists. The involvement of specialists and what is discussed or agreed is recorded and shared with parents/carers and teaching staff supporting the student, in the same way as other SEND support. Students are offered various support and interventions following the school provision MAP (Appendix 1) and Graduated Approach (Appendix 2).

If despite an individualised programme of sustained intervention within the school, and following all recommendations from external agencies, the student continues to make insufficient progress and remains a cause for concern then we will use the assessments used by the external agencies as evidence to aid us with applying for an Education Health and Care plan (EHCP). An EHCP is a document provided by the Local Authority that describes the student's special educational needs after a statutory assessment has been carried out. It is a legal document that outlines the specific needs of the student and how these should be met in school.

The progress of our students in relation to the provision outlined in their EHCP will be reviewed each year at an Annual Review Meeting.

## 6. TRAINING AND RESOURCES

The principal, senior leadership team and the SENDCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for students with Educational Health Care Plans.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning and learning differences. Where students present with less common difficulties, which may require more specialised responses, staff access training and support from specialist teachers or therapists. All the staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with a qualified and experienced member of the SEND team to build understanding of the systems and structures in place at school in support of students with SEND. The SENDCO regularly attends the Local Authority SENDCO forums to keep up to date with local and national updates in SEND.

- We make every effort to ensure that staff at Ark Soane Academy are suitably trained and that we have adequate resources available to meet the needs of all students, including those with SEND.
- Staffing and resources are funded through the Academy's notional SEN budget - a sum of money the academy receives to spend at our discretion for meeting the needs of students with SEND. We provide support and resources from this budget as required up to the value of £6000 per student with SEND.
- Some students with a statement of SEN or 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 student and is reported on during the annual review meeting.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. In addition, we audit staff training needs in relation to special educational needs on an annual basis as to inform the continued professional development schedule for the academic year.
- The SENDCo attends SENDCO forum meetings in the North London Ark Region Ark Network level in order to keep up to date with local, Ark Network-wide and national updates in SEND.

## 7. OUR SEND PROVISION

We have a number of systems in place to ensure our SEN students are supported to achieve their potential. They are based on the five principles set out above.

### **High expectations:**

All teachers at Ark Soane are teachers of children with SEND. All teachers are responsible for supporting all students to meet our expectations

Our routines and structures at Ark Soane are SEN friendly, to ensure solid foundations from which teachers can further build in support where needed. Our *Behaviour Policy* has further detail on this. We differentiate by starting with high expectations, and then finding a way in which we can support all students to meet these expectations

### **Excellent teaching:**

Excellent teaching is one of the six pillars underpinning our vision at Ark Soane. Our teachers will be passionate subject and curriculum experts, with an excellent understanding of the intellectual journey they will be taking their students on.

Each lesson will be underpinned by high expectations and teachers will challenge every child while fostering a curiosity for learning. Lessons will be planned effectively, and teachers will allow adequate time to embed new knowledge, understanding and skills. We will emphasise progress rather than attainment and our teachers will systematically check students' understanding, acting to correct any misconceptions. Every student will be provided with individual feedback aimed at moving his or her learning forward. Our *Teaching & Learning Handbook*, including the *Ark Great Teacher Rubric*, has further detail on this.

At Ark Soane, SEN support will be primarily delivered through our mainstream curriculum offer (see *Ark Soane Graduated Approach* – Appendix 2). Our teachers will have detailed training on special educational needs and disabilities, so that they have a clear understanding of the main categories of SEN and therefore plan in a strategic and holistic way.

### **Early identification: Baseline testing and screening**

Early identification of students' needs is the key to unlocking the potential of students who may have special educational needs. We adopt a graduated approach to ensure that students

who do not develop age-appropriate knowledge and skills, or who fall behind their peers are identified as early as possible.

The attainment in English and mathematics of all students is assessed upon entry to the academy in order to form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points at least three times per year to ensure that students who fall behind are identified as early as possible and identify students whose development is significantly behind that of their peers. Such students are prioritised for targeted and/or specialist assessment and/or intervention as set out below.

Each intervention is reviewed frequently, based on progress against intervention-specific measures. Refer to Appendix A for a full list of assessments and interventions.

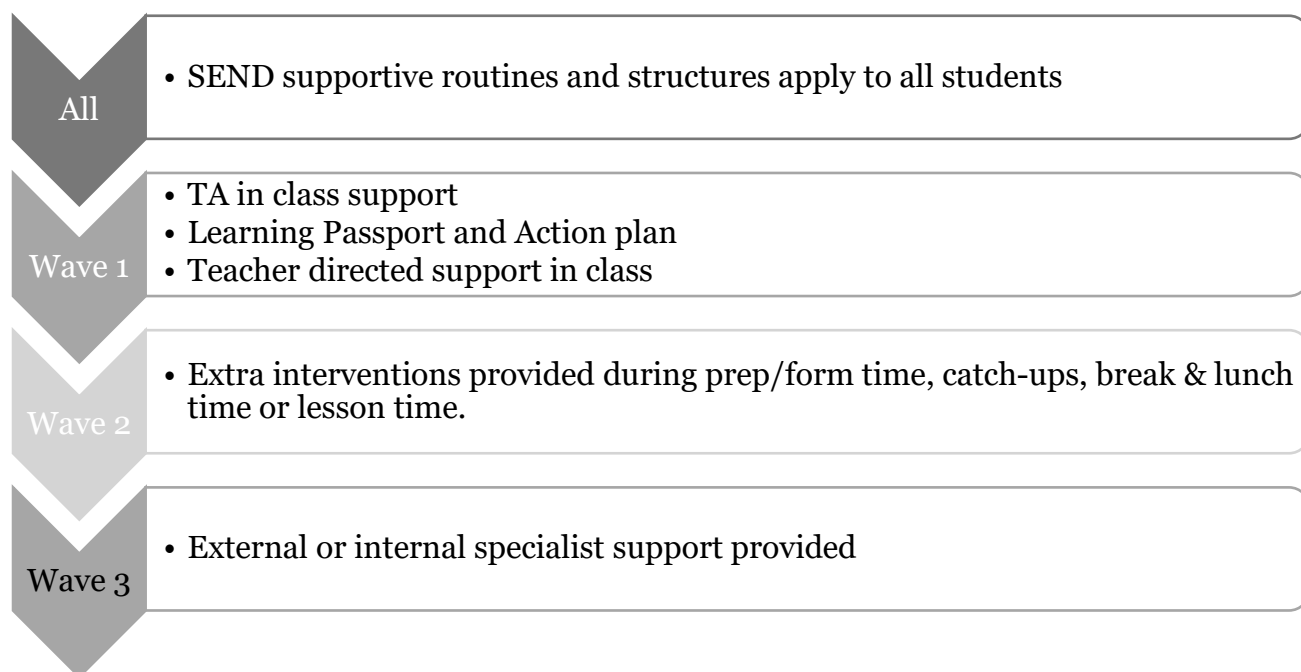
Students at Key Stage 3 are also assessed annually for literacy development so that those who lag behind their peers may receive the necessary targeted or specialist input to help them catch up.

Where concerns about a student's learning or development arise as a result of our data analysis, we start the identification process by talking to the student and a parent / carer. Where learning needs appear complex, we may also seek input from specialists such as educational psychologists or speech and language therapists.

### **Impactful 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.

*Our Graduated Approach (Appendix 2 outlines examples of the graduated approach)*



## **8. A GRADUATED APPROACH TO SEND SUPPORT**

Where a student is identified as having SEND, we take actions to remove any barriers to

learning and put effective special educational provision in place.

This support takes the form of a graduated response, a four-stage approach known as Assess, Plan, Do and Review through which earlier decisions and actions are revisited, refined and revised while a growing understanding of the needs of the student and the progress they are making grows. We match interventions to need. Where possible, students with physical disabilities will be provided with reasonable adjustments such as auxiliary aids and services, to overcome specific disadvantages and to increase their access to the curriculum.

If it is decided that special educational provision is needed, then this matter is discussed with parents and their partnership is sought.

To meet the needs of our SEND students, high quality teaching is delivered with adaptation and personalisation created for the student. Some students may need additional or provision that is different from this. This provision is summarised on a Student Learning Passport, and Action Plan documents that are made available to teachers and support staff.

Where a child is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach or graduated response.

Students with additional SEND needs are supported through this approach. However, for students and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) will be considered.

The four stages of SEN support are

- Assess
- Plan
- Do
- Review

**Assess:** A student's difficulties will be assessed so that the right support can be provided. This will include, for example, asking what parent's and carer's think, talking to professionals who work with the student (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet a child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher, or a health professional. Throughout this process, teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from learning support assistants or specialist staff.

**Plan:** We will agree, with parental involvement, the outcomes that the SEN support is intended to achieve – in other words, how a student will benefit from any support they get. All those involved will need to have a say in deciding what kind of support will be provided and decide a date by which they will review this so that they can check to see how well the support

is working and whether the outcomes have been or are being achieved. At this stage, a student will typically be placed on the SEND register at the SEN support level. The student will have a Personal Learning Passport, Action Plan, and Individualised Provision Map. In order to monitor a keyworker from the SEND team will be allocated.

**Do:** We will put the planned support into place. The teachers remain responsible for working with the students on a daily basis, but the SENDCO and any support staff or specialist teaching staff involved in providing support will work closely to track a student's progress and check that the support is being effective.

**Review:** The support a student receives will be reviewed at the time agreed in the plan. Working with the families concerned, we will then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

At each stage of the review, we will consider if the child's needs can now be met without SEN support or if an Education, Health Care Plan is now needed.

Despite excellent teaching and purposeful intervention, through the school based local offer, a small number of students and young people may make inadequate progress towards their identified outcomes. Where students are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed.

This is likely to be the case for students who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes. The arrangements required to be put in place in order for students/young people to progress would be beyond those available through the school based local offer. A multi-agency meeting is held to agree and collate the relevant information and evidence to support a request for an Education, Health and Care Plan. This would include views of parents, carers, and students. Requests for an EHCP are made following the London Borough of Ealing's pathways.

## 9. REVIEW PROCESSES

Regular and careful monitoring and evaluation of the quality of provision offered to all students is ensured by classroom audits, review and development of any additional specialist provision for students with SEND sampling of parent, student and staff views and by the assessment of progress and development through the school on a regular basis – academically and in other identified areas of SEND.

Regular opportunities are made available to the governing body to discuss and observe any aspect of SEN provision at Ark Soane. The school has an active process of continual review and improvement of provision for all students and staff are partners in and contributors to the SEND provision and outcomes.

The effectiveness of support and interventions are reviewed. Progress is reviewed after an agreed date through means such as:

- Impact of internal intervention programmes
- Progress reported on termly academic data reports
- Reports from Specialist teacher/outside agencies interventions.

- Feedback from Teaching Assistants, and teachers.

Students on the SEND register have individual targets and provision detailed and available to staff and parents/carers where provision and desired outcomes are clearly identified and evaluated. All students on the SEND profile will have a keyworker from the SEND team linked to them. They will also have Personal Learning Passport and Action Plan if they are at a SEN Support level or at EHCP level. These are written by their keyworker and /or SENDCO, reviewed on a termly basis and discussed with parents or carers and the student.

If a child has Education Health Care Plan their targets are reviewed annually at their Annual Review meeting. Parents, Carers, Class Teachers, staff and any outside agencies are involved in this meeting where the student's progress is reviewed, and desired outcomes are agreed.

The SENDCO will monitor the implementation of the school's SEND policy throughout the year gathering information on the following aspects:

- The number of students with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The provision of support students receive and the impact and progress they make
- Analysis of data
- Audit of resources
- Analysis of the environment through lesson observations
- Use of standardised tests and diagnostic assessment tools
- Analysis of provision management / costed provision map
- The development of student participation
- Parental views
- Student views
- The success of involvement of outside agencies
- The success of liaison with other schools

#### 10. THE SEND REGISTER

Where SEND needs have been identified, and support is provided through the graduated response and recorded within a report or plan the student will be placed on the SEND register.

If any student who makes progress and attains a level of achievement in line with his or her potential securely over two to three terms will have a review meeting held to identify whether they should be taken off the Register of SEN and their needs managed uniquely in the classroom.

Appendix 3 outlines all the stages of the identification and review process for the SEND register. At all stages of this process communication with all is essential through.

- Formal notification of a student being placed on the SEND register or removed.
- Feedback from staff before a decision is made to remove a student.
- Termly reviews documenting progress and areas to develop.
- Accurate reviews and plans in place to monitor student progress.

#### 11. PARTNERSHIP WITH PARENTS

Ark Soane values parents as partners in the development and education of their children. This

is especially important for students with SEND.

Parents are encouraged to arrange an appointment to discuss their child's progress with the form, class/subject teacher, the SENDCO, Head of Year at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success

- We provide support to parents / carers of students with SEND through regular contact, information sharing and termly progress.
- Specific support is provided at key transition points. During the pathways process in year 9, Key Stage 3 parents / carers are welcome to talk to the SENDCO about choosing options for Key Stage 4 for their children with SEND. Similarly at the end of Key Stage 4 parents / carers may approach the SENDCO for support relating to Sixth Form or other further education options.
- Additional support to families is available through the local authority, whose Local Offer can be accessed here:  
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>
- Parents may also wish to get in touch with Impartial Support Advice and Information on Disability and special educational needs (ISAID) <https://www.family-action.org.uk/what-we-do/children-families/send/isaid/> email: [isaidealing@family-action.org.uk](mailto:isaidealing@family-action.org.uk)

### **How will parents be involved in discussions about and planning for their education?**

This will be through:

- discussions with the form, class teacher, form, SENDCO, SEND team, Head of Year, or Senior Leader.
- during parents' evenings
- meetings with support and external agencies
- Students on the SEND register will benefit from three consultations per year to monitor their progress

Parents and students identified on the SEND register will be

- involved in setting targets for learner passports/plan when this is possible and agreeing their involvement in efforts to meet their child's learning needs. Learner passports/plans will usually be partly written by school staff and then shared, concluded, and agreed with parents.
- involved in target setting, according to their level of understanding. They will thus be more involved in the review of Student Learning Passports and in celebrating the success of targets achieved

### **Who can parents contact for further information or if they have any concerns?**

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, they are encouraged to contact the following:

- The student's form/subject teacher
- The SENDCO



- Head of Year

At Ark Soane, the support provided for students and their families is stated within our SEND annual Information Report and updated regularly on our website. This is published on our website and forms part of the appendices.

Every year we will update our SEND information Report; this is published on the school website and is available in a variety of text formats. In the Summer Term we will analyse the impact of our provision in an additional report; at this time, we will provide an opportunity for parents, carers, and students to review the provision made in order to support the school in developing our provision. A guidance for parents and carers regarding provision is displayed on our website.

**We believe in developing strong partnerships with our families. In addition, in partnership with parents and carers, we may seek advice and support from:**

- Educational Psychologists
- Occupational Therapists
- Speech and language
- Other local schools
- Behaviour Support and Local Authority advice

The SENDCO is responsible for access arrangements for assessments and examinations. This will be in line with national guidance. For more information, please discuss such arrangements with the SENDCO.

## 12. ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

All staff at Ark Soane have access to supportive strategies to ensure that they provide in class for the needs of students with known diagnoses including Dyslexia, Autism, ADD/ADHD.

Regular contact and advice are available with specialist disability support teams (e.g., Ealing Sensory Support Team. Where issues arise relating to students with either hearing or vision impairment), Ealing Specialist Children's Disability Team where issues arise for those students with any physical disability) ensure that we continue to review and wherever possible to adapt our environment to meet the needs of students at the school.

We ensure that any students whose disability / learning need may prevent them from effectively understanding or passing on important information to parents/carers that the information is provided in the most suitable way to support. Our website is our main information provider but written back up information is also essential for some students and parents, and we ensure that such needs are known to staff and met.

We welcome contact from parents / carers and aim to provide ease of access to the relevant people at Ark Soane where parents have any concerns to share. We encourage students with

SEND to attend and make use of support each day after school in our Homework Clubs.

### 13. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Please refer to [First Aid and Medical Needs Policies](#)

We recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

- Some students with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.
- Some students with medical conditions may also have special educational needs and where this is the case the academy will comply with the SEND Code of Practice 0 – 25 (2014).
- The policy for meeting the needs of students with medical conditions sets out the academy approach in this regard. This policy is available on the academy web site.

The school recognises that students at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2015) is followed.

Ark Soane on Managing Medical Conditions follows the latest guidance provided by government and Ark central guidance. Where a student is known (via our admission procedures and/or parent information) to have a medical condition, this is recorded so that all staff have relevant knowledge. Where an Individual Health Care Plan (IHCP) is required, this plan is also indicated to and made available to all staff to enable them to recognize and take appropriate action for any medical need arising.

### 14. PROMOTING SOCIAL, EMOTIONAL AND MENTAL WELL-BEING

Students and young people need to feel valued, confident, and secure to make the maximum progress in their learning. We are committed to promoting the social, emotional, and mental well-being of our students through:

- SEND team trained as Mental Health First Aiders
- Social skills groups
- Buddy systems, both peer and role model
- Mentoring (both from within and beyond the school depending on needs)
- Supervised and supportive social areas available during break and lunch times.
- Active encouragement and support to participate in extra-curricular and enrichment clubs.
- Access to student advice and counselling at times of need
- Working with external agencies and accessing any support available for students.
- SENDCO meets with a forum of SEND students to listen and respond to their views.
- Safeguarding training is regularly provided with updated information with Child protection Officers to support with issues around the well-being of a student.

## 15. DEALING WITH COMPLAINTS

In addition to the normal complaints/comment policies and we encourage all parents to share any concerns about school matters for their son/daughter by contacting the Form teacher who is the key pastoral link for every student at Ark Soane. However, we also provide named keyworker from the SEND team as an additional point of liaison for those students who have significant SEND (e.g., those with an EHCP and those whose targeted needs for whom such a contact is necessary because of their particular need/any known vulnerability).

## APPENDIX 1: PROVISION MAP

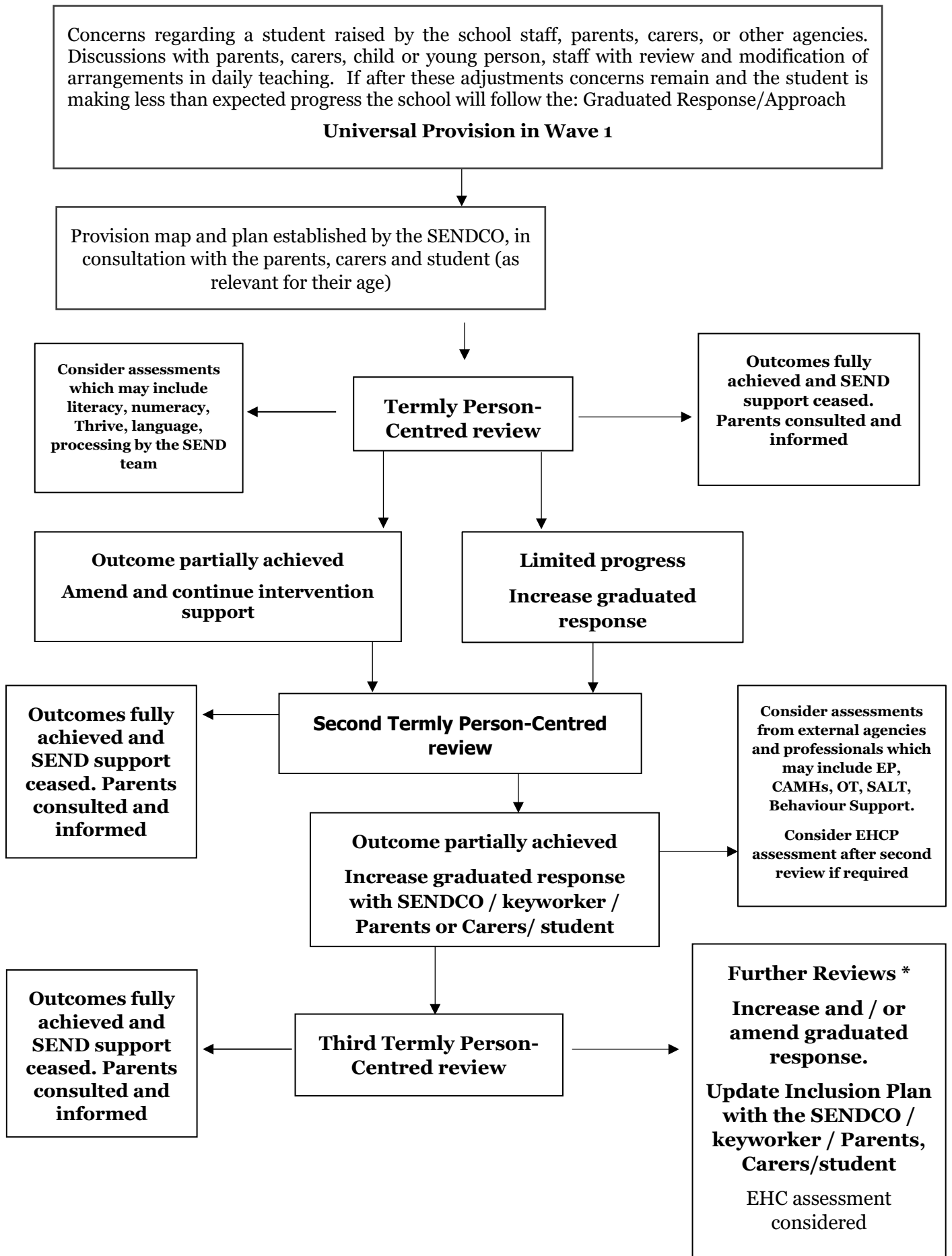
<b>Wave 1 – Excellent Teaching Available to all students</b>	
<ul style="list-style-type: none"> <li>• Differentiated planning, delivery, and outcomes, acknowledging a variety of learning styles</li> <li>• Homework with scaffold and challenge</li> <li>• Regular opportunities for contact with parents/carers</li> <li>• High contrast backgrounds on interactive whiteboards to support visual differentiation</li> <li>• Homework Club</li> </ul>	<ul style="list-style-type: none"> <li>• Use of scaffolded questioning techniques</li> <li>• School based reward systems</li> <li>• Consistent whole school approach and strategies to behaviour expectations</li> <li>• Medical needs to relevant students acknowledged in trip and activity risk assessments</li> <li>• Transition planning and day visits for new students</li> </ul>
<b>Wave 2 – Additional Interventions for some students to enable them to work at age related expectations or above</b>	
<ul style="list-style-type: none"> <li>• Coloured overlays to support reading</li> <li>• Precision Teaching - catch up interventions</li> <li>• Task boards and timetables to support organisation</li> <li>• Dyslexia Gold tool</li> <li>• Student Learning Passports provided to staff detailing learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Teaching intervention</li> <li>• Additional transition support</li> <li>• Some distraction tools</li> <li>• Access to low level TA support</li> </ul>
<b>Wave 3 – Additional, highly personalised interventions for students on the SEND register</b>	
<p>Additionally, referrals will be sort as appropriate with the consent of parent(s) and advice followed from external agencies such as Speech and Language, Educational Psychology, Occupational Therapy and CAMHS.</p>	
<p><b>Cognition and Learning Needs</b></p> <ul style="list-style-type: none"> <li>• Small group literacy and numeracy intervention</li> <li>• Revision skills intervention</li> <li>• Homework Support Groups</li> <li>• Fresh Start intervention</li> <li>• Reading groups</li> <li>• Access to high level TA support</li> </ul>	<p><b>Physical, Sensory and Medical Needs</b></p> <ul style="list-style-type: none"> <li>• Handwriting support Intervention</li> <li>• Touch Typing Intervention</li> <li>• Use of laptop in class</li> <li>• Use of Reading Pen in class</li> <li>• Occupational Therapy individual and group sessions / Sensory Diets</li> <li>• Medical Plans (IHCPs)</li> <li>• Access to high level TA support</li> </ul>
<p><b>Communication and Interaction Needs</b></p> <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Speech and Language Intervention 1:1 or 1:3</li> <li>• GTA or Specialist Speech and Language support following advice from Speech and Language Team</li> <li>• Access to high level TA support</li> </ul>	<p><b>Social, Emotional and Mental Health Needs</b></p> <ul style="list-style-type: none"> <li>• 1-1 Mentoring</li> <li>• Zones of Regulation Intervention to support emotional understanding</li> <li>• Counselling or Mental health first aid support</li> <li>• ELSA intervention</li> <li>• Highly personalised transition plans</li> <li>• Access to high level TA support</li> </ul>

## APPENDIX 2: OUR GRADUATED APPROACH

Level	Student Profile	Data	Accountability	Actions, strategies and focus	SENDCO Actions
All	<ul style="list-style-type: none"> <li>All students</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>All (consistent)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson question displayed</li> <li>Quiet corridors</li> <li>'What to do' approach to behaviour</li> <li>Tier 2 vocab focus</li> <li>Weekly check</li> <li>Making learning concrete – use of visuals and examples</li> <li>Form time – home learning and behaviour support</li> </ul>	<ul style="list-style-type: none"> <li>Whole school CPD</li> <li>Lesson observations</li> <li>Pastoral meetings</li> </ul>
Wave 1 Universal	<ul style="list-style-type: none"> <li>Lack of academic progress in one or two subject areas</li> <li>Challenging behaviour with specific teachers</li> </ul>	<ul style="list-style-type: none"> <li>NC Data</li> <li>Behaviour Data</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>(Problem solving by Class/Form Teacher)</li> </ul>	<p>Curriculum</p> <ul style="list-style-type: none"> <li>Curriculum Pathways – response to KS2 data and baseline testing. Ensuring students get the programmes that they require as part of their mainstream curriculum time. (FS and SRA)</li> </ul> <p>Differentiation</p> <ul style="list-style-type: none"> <li>Pre-reading and vocab exercises/home language reading</li> <li>Differentiation by class teacher of lessons and SOW</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>Extra home learning support in Prep</li> </ul> <p>Motivation and relationships</p> <ul style="list-style-type: none"> <li>Mentoring from HOY or form</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>1:1 meeting with teachers</li> <li>Written advice</li> <li>Evaluate impact</li> </ul>

<b>Level</b>	<b>Student Profile</b>	<b>Data</b>	<b>Accountability</b>	<b>Actions, strategies and focus</b>	<b>SENDCO Actions</b>
Wave 2 Catch-up	<ul style="list-style-type: none"> <li>• Below average NC levels in English and/or maths</li> <li>• Below average literacy and/or numeracy scores</li> <li>• Early signs of emotional, social or behavioural difficulties</li> <li>• Early concerns about speech, language and communication needs</li> </ul>	<ul style="list-style-type: none"> <li>• NC Eng./maths</li> <li>• Standardised scores for reading and spelling</li> </ul>	<ul style="list-style-type: none"> <li>• HOYs/HODs</li> <li>• Problem solving by school-based teams, e.g., Curriculum Teams or Pastoral Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum based catch-up</li> <li>• Sharing information and strategies</li> <li>• Consistent approaches</li> <li>• School-based interventions (e.g., BSP/PSP)</li> </ul>	<ul style="list-style-type: none"> <li>• Advise at team meetings</li> <li>• Evaluate impact</li> </ul>
Wave 3 Specialist	<ul style="list-style-type: none"> <li>• Attainment significantly below that of peers</li> <li>• Unresponsive to interventions at Waves I and II</li> <li>• Worrying signs of emotional, social or behavioural difficulties (SDQ showing student at-risk)</li> <li>• Significant speech, language and communication difficulties (SLCN Checklist)</li> <li>• Diagnosed learning difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• As above plus:</li> <li>• WRAT IV</li> <li>• Specialist Assessment Reports</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCO</li> <li>• (Problem solving by SENDCO and specialist teams)</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic assessment</li> <li>• Adjustments</li> <li>• Specialist advice / support</li> <li>• Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Coordinate intervention</li> <li>• Refer to specialist services</li> <li>• Coordinate multi-professional's meetings/input</li> <li>• Evaluate impact</li> </ul>

### APPENDIX 3: MANAGING STUDENTS' NEEDS ON THE SEND REGISTER



At half-termly intervals, use data to colour-code students' attainment / progress / wider outcomes:

**RED = Attainment / progress below average; gap between student and peers not closing**

**AMBER = Attainment / progress below average; gap between student and peers closing**

**GREEN = Attainment / progress in average range**

## Appendix A: Assessment Strategy

<b>UNIVERSAL</b>	<b>Possible area/s of need</b>	<b>TARGETED</b>	<b>SPECIALIST</b>
Half-termly data review (Class teacher, HOY, HOD)	<i>Please note these are hypotheses only. formal diagnoses can only be made by specialist professionals</i>	Further school-based assessment to inform universal strategies and targeted interventions (Specialist teacher / SENDCo)	Specialist assessment for diagnosis and / or advice to inform universal and targeted support (SENDCo)
Attainment + progress: English Reading Test Results (NGRT)	Literacy difficulties	GL Dyslexia Screening WRAT IV / YARC / AAB Comprehensive Test of Phonological Processing (CTOPP) Check vision	SpLD teacher Ed Psych GP referral
	EAL	EAL Stages / QCA Scales	EAL teacher
	Language and Communication Difficulties	Language and Communication Checklist Check hearing	Speech and Language Therapist GP referral
Attainment + progress: maths	Numeracy difficulties	Basic Number Screening Test (Y7 and Y8) CAT 4 (quantitative) WRAT IV (math computation)	Ed Psych
	Difficulties with abstract thinking		Ed Psych
Attainment + progress: across the curriculum	Moderate learning difficulties / general developmental delay	CAT 4 Consider personal history	Paediatrician Ed Psych
Attendance Negative behaviour incidents Isolations / detentions Exclusions / at risk of permanent exclusion	Mental health problems	Strength and Difficulties Questionnaire the Boxall Profile	EWO CAHMs therapist Ed Psych Paediatrician
	Difficulties related to personal organisation	Coping in Schools Scale	Ed Psych
	Social Skills Difficulties	Language and communication Checklist	Speech and Language Therapist
	Family or social difficulties	Consider personal history	Social Services, Family support, Home-school liaison
Handwriting / coordination – observational information	Motor Skills Problems	Diagnostic Assessment of Speed of Handwriting (DASH) Hedderly Sentence Completion Test	Ed Psych Occupational Therapist
Isolated / socially withdrawn – observational information	Social Skills Difficulties	Language and communication checklist	Speech and Language Therapist
	Mental health problems	Strength and difficulties questionnaire	CAMHS Therapist