



**Burlington Danes  
Academy**

*A Church of England School*

**BURLINGTON DANES ACADEMY'S SPECIAL  
EDUCATIONAL NEEDS AND DISABILITY  
POLICY**



## POLICY INFORMATION

### Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2016-2017	Kathleen O'Connor	Sahara Khan	Ken Bromfield	Paul Simon

### Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
August 2016	Policy created	Kathleen O' Connor

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016	September 2016	Paul Simon

### Dates of staff training for this academic year

Dates	Course Title	Staff
<b>September 2016</b>	MA Specific Learning Difficulties	Makala Welch
<b>September 2016</b>	Whole School SEN	All staff
<b>January 2017</b>	Whole School SEN	All staff
<b>April 2017</b>	Whole School SEN	All staff

In addition, to the above, the school and the ARK network has embedded programmes of ongoing, all year round professional development for special educational needs and disability teaching and support.

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## 1 INTRODUCTION

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We are committed to ensuring that all students, regardless of educational needs or disability can realise their potential. We aim to do this by offering all students a broad and balanced curriculum and where necessary to offer additional support to students who have barriers to their learning. We aim to enable students to become increasingly independent so that they are empowered to be life-long learners. We seek to personalise all that we provide; building on individuals' strengths and closing the gaps in their skills and understanding.

We are committed to ensuring that students with special educational needs are identified, assessed and adequately supported and ensure that we meet our statutory responsibilities for students with Statements of special educational needs.

Excellent communication with all stakeholders is fundamental and we are committed to ensuring that we maintain good links with the vital role of parents in supporting their child's special educational needs and/or disability (SEND).

The view that all teachers are teachers of students with special educational needs is embedded in our ethos. We seek to offer support and guidance to ensure that teachers understand the needs of every child and to regularly, systematically and thoroughly review their progress. We expect teachers to adjust their teaching to enable all children to make progress. Meeting the needs of children with SEND is a whole academy responsibility; accountability at every level will ensure that that we reduce the number of students on our SEND register.

We are committed to ensuring a robust programme of support and tracking for our students with special educational needs and or disabilities. We seek to ensure that clear systems to identify, assess, support and provision, tracking and monitoring are in place to ensure that students with SEN make progress. Our robust programmes of intervention and support seek to ensure high impact on the progress and wellbeing of our students. We have high expectations for all our children and seek to ensure that all children make progress in line with ARK's expectations.

We are committed to ensuring that our SENCo has the time and resources to fulfil the demands of the role and ensure the effectiveness of the department. We are committed to ensuring that our SENCo is working towards or holds a relevant SEN qualification, and is committed to ensuring outstanding provision for students with SEND.

Whilst all schools have statutory responsibilities for students with SEND as covered by the special educational needs and disabilities code of practice (DfE 00205 2013), our academy is supported by the ARK Network 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 DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

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A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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 facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

- ‘long-term’ is defined as ‘a year or more’
- ‘substantial’ is defined as ‘more than minor or trivial’

## 3 THE LOCAL OFFER (HAMMERSMITH & FULHAM LOCAL AUTHORITY)

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A Local Offer gives children and young people with special educational needs or disabilities, and their families, information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

Click [here](#) to access the website for Hammersmith & Fulham’s Local Offer.

## 4 SEN COODINATION

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The school's SENCo is Kathleen O' Connor (QTS, National Accredited SENCo Award). Her primary responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Strategic planning of the SEN Team.
- Coordinating identification, provision and support for students with SEN.
- Overseeing the record keeping on all students with SEN.
- Liaising with and advising colleagues; associate staff; teachers; Directors of Learning, Small School Heads; Senior Management Team.
- Liaising with parents of students with SEN.
- Ensuring views of students are embedded into practice.
- Monitoring the progress of students with SEN.
- Access arrangements.
- Management of the SEN Team of teachers and Teaching Assistants.
- Staff training.
- Liaising with external agencies including the Local Authority's Educational Psychology service, Speech and Language Therapy Service, Health and Social Services and voluntary bodies.

Kathleen O' Connor reports directly to Sahara Khan, Assistant Principal.

### *The SEN Team*

- The SENCo is supported by the school's Deputy SENCo, Makala Welch, who has responsibility for assisting the SENCo with duties outlined above.
- Ms. Welch is a qualified Dyslexia Teacher. She and Ms O' Connor are training to become specialist teachers of assessment.
- The department has a dedicated team of Learning Support Assistants (LSAs) with specific responsibility for students with SEN. LSAs have a key role in supporting students in all areas of SEN: cognition and learning (literacy and numeracy); communication and interaction (including speech, language and communication needs); social, emotional and mental health and physical and sensory needs.

The SEN Team have dedicated Educational Psychologists who work closely with the school to support students.

The school does not specialise in any specific area of SEN and does not have a specialist SEN unit. It utilises its allocated budget to work with a range of specialists including:

- Mainstream Schools' Speech & Language Therapy Service, provided by NHS Hammersmith & Fulham;
- Educational Psychology Services provided by provided by Hammersmith & Fulham Local Authority
- The Sensory & Language Impairment Team provided by Hammersmith & Fulham Local Authority;
- Hammersmith & Fulham Local Authority's Family Services;
- Behaviour Support Project which is , facilitated by dedicated full time staff and overseen by a member of the school's senior leadership team;
- Looked After Children Service, provided by Hammersmith & Fulham Local Authority, facilitated by a member of the senior leadership team;
- Child and Adolescent Mental Health Service (CAMHS);
- Hammersmith & Fulham Local Authority's Virtual School;
- Woodlane Special School;
- Woodlane Medical School;
- Queensmill Outreach Services;
- ARK's SEN Team.

The core purpose of the SEN Team is to help support outstanding learning by students with SEN through outstanding provision and intervention.

## 5 EARLY IDENTIFICATION

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### 5.1 Universal Screening

*We are working towards ensuring that every child in Year 7 who presents with SEND that is a barrier to their learning or who is significantly below their expected academic levels is screened at the start of the school year.*

- 5.1.1 In Year 7 every child is assessed to determine their reading age. Children who this highlights as being below expected level or who are already on the SEN register from KS2 will then be assessed to more detailed diagnostic feedback on their needs to their teachers. For students who display early signs of high level challenging behaviour, anxiety or withdrawal the Strength and Difficulties Questionnaire (SDQ) will be used and the support of behaviour managers within the school may be sought.
- 5.1.2 Children 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.

### 5.2 On-going identification

Ark Burlington Danes Academy is a data rich environment and the half termly data collection for subjects 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 students are displaying behavioural problems.



## 6 FORENSIC TEACHING

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*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.

## 7 HIGH IMPACT INTERVENTION

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

When a problem is highlighted the academy identifies, implements and reviews the most appropriate intervention for each individual student (see Table 1). These range from adapted teaching techniques in the mainstream classroom to specific interventions to support students 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.

	<b>Wave 1: Mainstream classroom</b>	<b>Wave 2: School-based additional intervention</b>	<b>Wave 3: Specialist intervention</b>
<b>Literacy (including speaking, listening and communication)</b>	<ul style="list-style-type: none"> <li>▪ Drive for Literacy – Oral Language</li> <li>▪ Secondary Talk</li> <li>▪ English Mastery</li> <li>▪ LSA support for lower able teaching groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ SRA Reading programme</li> <li>▪ Expressive Writing</li> <li>▪ Toe-By-Toe (Specific Learning Difficulties)</li> <li>▪ Vocabulary</li> <li>▪ 1:1 reading</li> <li>▪ Withdrawal literacy groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Specialist Teacher Intervention (1:1 and small group intervention)</li> <li>▪ Speech and language Therapist (direct work with students, in addition to support for the environment and communicative partners)</li> <li>▪ Language groups with speech &amp; Language Therapist</li> <li>▪ Educational Psychologist</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>▪ Maths Mastery</li> <li>▪ LSA support for lower able teaching groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group numeracy intervention</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1:1 specialist teaching</li> <li>▪ Support from Woodlane Special School</li> </ul>
<b>Social, emotional and mental health</b>	<ul style="list-style-type: none"> <li>▪ Nurture groups</li> <li>▪ Form tutor &amp; Director of Learning</li> <li>▪ Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ Boys' Club</li> <li>▪ Sanctuary</li> <li>▪ Circle Time</li> <li>▪ Social Skills Group</li> <li>▪ Lego Therapy</li> <li>▪ Drawing lessons</li> <li>▪ Mentoring programme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Educational Psychologist</li> <li>▪ Child &amp; Adult Mental Health Service</li> <li>▪ Berwick Centre</li> </ul>

**Table 1: Ark Burlington Danes Academy's high impact interventions**

## 8 REVIEW AND RESPONSE

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*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.*

- 7.1.1 If a student receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:
- Baseline assessment (Assess)
  - Target setting (Plan)
  - Targeted support (Do)
  - Review and evaluation (Review)
- 7.1.2 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, heads of faculty in consultation with the SENCo will determine whether to refer the student for specialist assessment. Where such an assessment confirms that the student has a learning difficulty which requires special educational provision, the SENCo places the student on the SEN register at SEN Support.
- 7.1.3 The school's senior leadership team reviews the progress of all students every half term and makes appropriate responses to this data. The team reports the numbers on the SEND register and exclusions termly to the LGB and ARK Schools.

## 9 EQUALITY IMPACT STATEMENT

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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.