



Ark Burlington Danes Primary Academy



Special Educational Needs and Disability (SEND) Policy

Date of last review:	September 2015	Review period:	Bi-annual
Date of next review:	September 2017	Owner:	Ark Schools
Type of Policy:	Network	LGB/ Board approval:	Board

Every pupil matters: Every lesson counts



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INTRODUCTION

At Ark Burlington Danes Primary Academy we are committed to providing a welcoming, safe and happy environment where we take pride in our achievements, celebrating success and recognising unique talents. We aim to support the needs and develop the learning of the children and families within our academy community. Every child and family in our community is valued and diversity is celebrated.

All areas of school life are inclusive and teaching is tailored towards individual learning, providing challenge and support; encouraging all pupils to reach their full potential. This philosophy is in line with our academy motto – 'Every Pupil Matters: Every Lesson Counts. All staff provide a positive ethos to enable the pupils to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are both challenging and stimulating.

'To provide every pupil with the opportunity to go on to university or pursue the career of their choice'

(Ark Schools Mission Statement)

The SEND policy of Ark Burlington Danes Primary Academy reflects the principles of the 0-25 SEND Code of Practice (2014).

At Ark Burlington Danes Primary Academy we support pupils with Special Educational and Disabilities (SEND) in four distinctive ways:-

- Early identification.
- Forensic teaching.
- High impact intervention.
- Review and response.

EARLY IDENTIFICATION

Universal Screening

We ensure that every pupil in reception is screened at the start of the academic year and that every pupil joining Ark Burlington Danes Primary Academy after this point is screened on entry.

Pupils are screened for speech, language and communication skills upon entry to Reception and again for signs of dyslexia upon entry into Year 1. These screens are also available in Key Stage 1 and Key Stage 2 if there is a cause for concern. For pupils who display early signs of high level challenging behaviour, anxiety or withdrawal the Strength and Difficulties Questionnaire (SDQ) will be used.

Pupils 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.

On-going identification

Ark Burlington Danes Academy is a data rich environment 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 pupil and highlight both emerging issues and the impact of any intervention. The weekly review of behaviour data highlights where pupils are displaying behavioural problems.

FORENSIC TEACHING

At Ark Burlington Danes Academy we train our teachers to understand the needs of every pupil they teach, and to systematically and thoroughly review the progress each pupil is making.

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

Ark Schools prioritise this training and have designed specific modules for every teacher from those on their initial teacher training programme, through middle and senior leadership programmes. The inclusion team provide bespoke whole school training to ensure that all teachers are able to meet the needs of the pupils 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.

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 pupils 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 pupils with particular learning needs. We train our staff in a number of interventions that have been proven to have the most significant impact across the Ark network and further afield in addressing commonly encountered



Special Educational Needs.

	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 • Language and Literacy • Oral Language Programme: Primary Talk • Drive for Literacy 	<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 • Child and Adolescent Mental Health (CAMHS)
Numeracy	<ul style="list-style-type: none"> • Mathematics Mastery 	<ul style="list-style-type: none"> • Mathematics Mastery tutorials 	<ul style="list-style-type: none"> • Occupational Therapy input
Social, emotional and mental health needs	<ul style="list-style-type: none"> • Nurture intervention 		<ul style="list-style-type: none"> • Specialist outreach services for ASD

REVIEW AND RESPONSE

Meeting the needs of pupils with SEND is a whole academy responsibility; accountability at every level ensures we reduce the number of pupils on our SEN



registers and who are excluded from the academy.

Support for all pupils is coordinated through the academy's provision map. If a pupil 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)

The class teacher is responsible for the progress of each pupil 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 Special Educational Needs and Disabilities Co-ordinator (SENDCo) will determine whether to refer the pupil for specialist assessment. Where such an assessment confirms that the pupil has a learning difficulty which requires special educational provision, the SENDCo places the pupil on the SEN register at SEN Support and ensures that parents are informed.

The academy leadership team reviews the progress of all pupils every six weeks and make appropriate responses to this data. They report numbers on the SEN register and exclusions termly to the Local Governing Body and ARK Schools.

REVIEW OF THE POLICY

This policy will be reviewed bi-annually. It may also be reviewed and amended in consultation with all stakeholders in the light of events, experience or changes to Government Policy. The stakeholders of this policy are pupils, staff, parents/ carers and the Local Governing Body (LGB) and ARK Schools.

Data from the monitoring and recording of SEND will also inform policy review and will be seen by the governing body at governing body meetings.

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.