



Ark Burlington Danes
Academy

SECONDARY
SPECIAL EDUCATIONAL NEEDS
AND DISABILITY POLICY
2020-2021

Ark

POLICY INFORMATION

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

Role	Designated Person	Contact Details
SENDCo	Elizabeth Rhodes	elizabeth.rhodes@burlingtondanes.org
Senior leader who manages the SEND Department	Elizabeth Rhodes	elizabeth.rhodes@burlingtondanes.org
SEND Link Governor	Sof McVeigh	sof@homemadeco.com
Designated teacher with safeguarding responsibility	Elizabeth Rhodes	elizabeth.rhodes@burlingtondanes.org
Member of staff responsible for pupils with medical needs	Katie Schulkes	katie.schulkes@burlingtondanes.org
Member of staff responsible for managing PPG/LAC funding	Elizabeth Rhodes	elizabeth.rhodes@burlingtondanes.org

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
Sep 2020	Policy amended	E. Rhodes
Sep 2021	Policy updated	E. Rhodes

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018/19	September 2018	Paul Simon
2019/20	September 2019	Paul Simon
2020/21	September 2020	Paul Simon

Dates of staff training for this academic year

Dates	Course Title	Staff
September 2020	Identifying and Supporting SEND Learners	All secondary teaching and support staff
September 2020	Supporting Emotional Mental Health and Wellbeing Needs	All secondary teaching and support staff

In addition, 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 COMPLIANCE

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, taking into account the views of pupils, parents and relevant other stakeholders.

2 ROLES AND RESPONSIBILITIES

The SENDCo

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 Principal 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 pupils who the SENDCo considers may have special educational needs, informing a parent / carer of the pupil that this may be the case as soon as is reasonably practicable
- In relation to each of the registered pupils who have special educational needs:
 - Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs
 - Monitoring the effectiveness of any special educational provision made
 - Securing relevant services for the pupil where necessary
 - Ensuring the records of the pupil'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 pupil on a regular basis about that pupil's special educational needs and the special educational provision made
 - Ensuring that, where the pupil 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 pupil'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 pupils with special educational needs
- Advising teachers at the school about differentiated teaching methods appropriate for individual pupils 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 pupils with special educational needs
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision

The SEND Link Governor

The SEND Link Governor has specific oversight of the school's arrangements for SEND. Their responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer

The Principal

The Principal has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

3 OUR VISION, VALUES AND AIMS

Our vision for all pupils, including those who may have SEND, is that they will develop the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

Ark Burlington Danes is a Church of England community school guided by its Christian ethos. At Ark Burlington Danes Academy, we believe that everyone deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

Our school is built on six pillars: high quality teaching, strong discipline, mastery curriculum, character development, raising aspirations and achievement and developing educational leaders. These pillars are the foundation of an excellent education and support all that we do from setting our long-term vision to driving day to day decision making. They are present in all aspects of our practice and at all levels of our organisation. We have an uncompromising ambition that at Ark Burlington Danes students leave as confident, articulate and culturally aware young people who take on key roles within their communities. At BDA, we have four core values: aim high, be brave, be kind and keep learning. Our students are encouraged to believe in themselves, to treat each other with respect, to persevere when faced with challenges and to achieve greatness in all that they do. We want them to live life to its fullest.

In achieving our aims, we will:

- work side-by-side with teaching staff, supporting them with training and development so that they can deliver well differentiated lessons with the needs of those pupils who have SEND in mind

- set exceptionally high expectations for all our pupils, and do whatever it takes to meet them. Our aspirations are no lower for pupils with SEND
- teach, recognise and reinforce good behaviour
- organise our academy so that every child knows, and is known well by, every adult in the academy
- prioritise depth in English and mathematics, giving our pupils with SEND the best chance of success
- make sure pupils have enough time both for core subjects and for extra-curricular activities

4 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers are identified as early as possible.

The key stage two SATS attainment in English and mathematics of all pupils is reviewed upon entry to the academy, alongside CATS assessments and NGRT tests, in order to:

- form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points at least twice per year to ensure that pupils who fall behind are identified as early as possible.
- identify pupils whose development is significantly behind that of their peers. Such pupils are prioritised for targeted and/or specialist assessment and/or intervention as set out in section 5 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.

For new students in Year 7 in 2020, who did not sit KS2 SATS, and for all students who join the academy without having completed SATS, CATS tests and NGRT tests are used to form a baseline assessment.

Pupils 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 pupil 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.

In our attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN Code of Practice 0 – 25 (2014):

- **Communication and interaction** needs refer to those students who experience difficulty with speech, language and communication
- **Cognition and learning** needs refer to those students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general
- **Social, emotional and mental health** needs, as manifested in different ways, such as students becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.

- **Sensory and / or physical** needs refer to those students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

5 A GRADUATED APPROACH TO SEND SUPPORT

At Ark Burlington Danes Academy we have a three-tiered, graduated approach to supporting students' learning needs. The graduated approach at each tier involves:

- *Assessing* the pupil's needs by considering all of the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress.
- *Planning* the most effective and appropriate short term intervention, based on evidence of what works
- *Providing* this intervention and training staff to deliver it to a high standard
- *Reviewing* the impact on the pupil's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention

Wave 1: Universal Support

It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this **universal** level, we train our teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible. The information we gather in this way is shared with teachers in a Pupil Profile. The Pupil Profile is a document that outlines pupils' strengths and difficulties, with suggested strategies for teachers to best support their learning.

Wave 2: Targeted Support

We provide **targeted** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers.

Such specific, targeted one to one or small group interventions may be run outside the classroom, limited to a number of weeks to minimise disruption to the regular curriculum.

Wave 3: Specialist Support

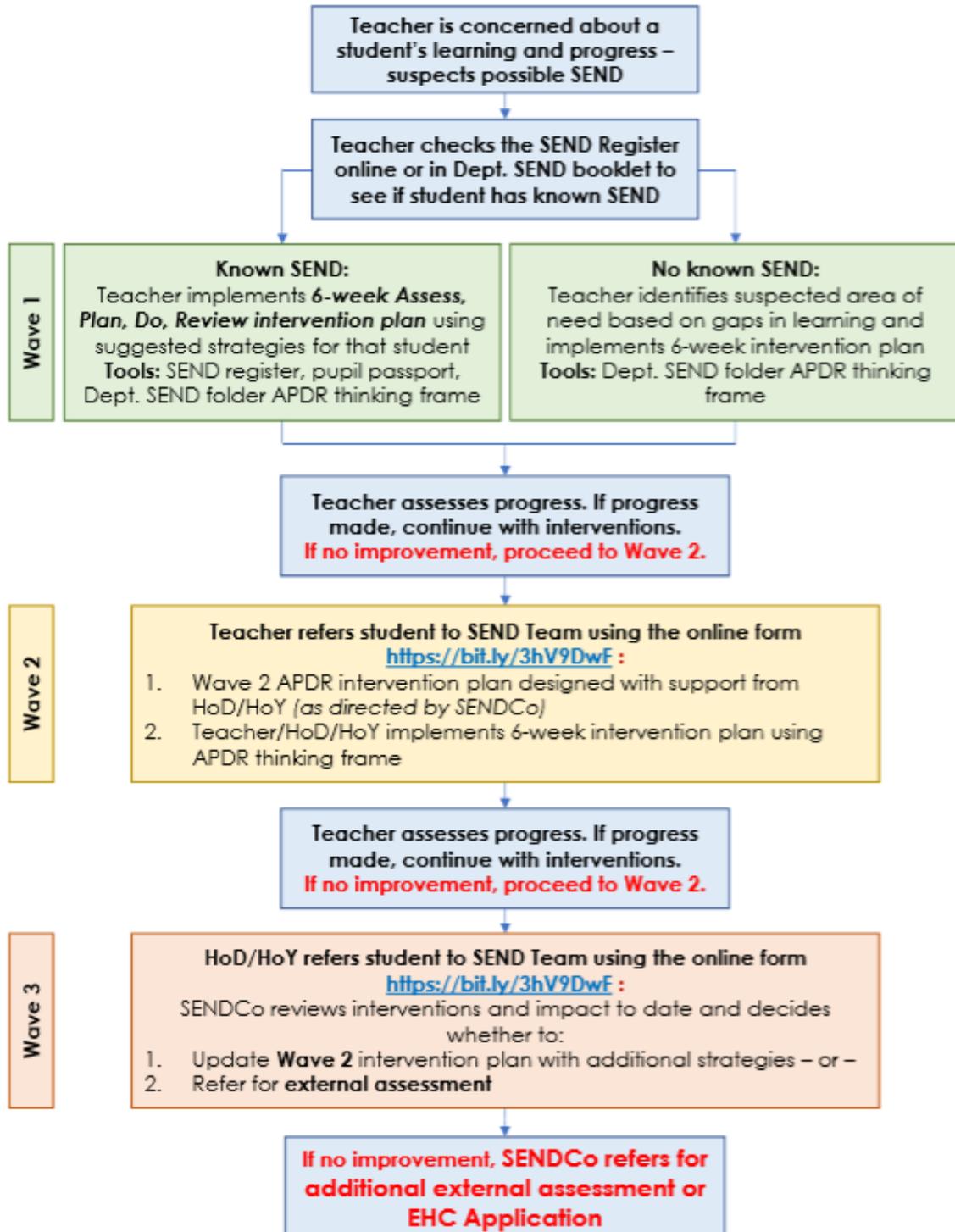
We provide **specialist** support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and / or support from:

- An educational psychologist
- A speech and language therapist
- An occupational therapist
- Specialist sensory advisory teachers, e.g. for students with hearing or visual impairments
- Outreach Autism Teams
- CAMHS

Refer to Appendix A for a full list of assessments and interventions provided at Ark Burlington Danes Academy.



Ark Burlington Danes Academy Special Educational Needs Graduated Response



6 RECORDING SEND

We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils.

For each pupil with SEND, the SENDCo will record on the academy data management system their broad area/s of need as listed in point 4 above, as well as a description of any specific areas of need. This will make up the academy SEN/D register.

Records of interventions and support are kept in the academy provision map.

When the pupil has caught up with their peers and therefore no longer requires the additional provision or support, in consultation with parents the entry will be deleted from the SEN/D register and provision will be ended in the provision map.

7 SUPPORT FOR FAMILIES

We provide support to parents / carers of pupils with SEND through regular contact, information sharing and termly progress reports.

Specific support is provided at key transition points. At the end of Key Stage 3, parents / carers may 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. Hammersmith and Fulham's Local Offer can be accessed here:

<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

8 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 pupils 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 pupils with medical conditions sets out the academy approach in this regard. This policy is available on the academy web site: <http://burlingtondanes.org/policies/medical-policy>

9 MONITORING AND EVALUATION OF SEND PROVISION

The progress of all pupils towards their attainment targets are monitored at data entry points at least three times per year. It is expected that pupils with SEND will make good progress in response to high quality, well differentiated teaching. Where this is not the case, we rapidly respond to pupils' needs as set out in

section 5.

The senior leadership team, supported by the SENDCo, regularly observe lessons to monitor the quality of teaching, and for those pupils with SEND focus specifically on the extent to which teachers adapt their lessons and resources as set out in the Pupil Profiles.

The progress of pupils who receive targeted or specialist support is measured against intervention specific baselines and targets. For example, we assess pupils' reading development prior to targeted literacy intervention, and again after a set period of time to assess whether the intervention is allowing pupils to catch up with their peers.

Students with a Statement of special educational needs or an Education, Health and Care Plan have a formal review meeting each year, at which progress and provision are considered and – if needed – changes are made.

10 TRAINING AND RESOURCES

We make every effort to ensure that staff at Ark Burlington Danes Academy are suitably trained and that we have adequate resources available to meet the needs of all pupils, 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 pupils with SEND. We provide support and resources from this budget as required up to the value of £6000 per pupil with SEND.

Some students with an 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 pupil 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 pupils, 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 regularly attends SENDCo network meetings at both Local Authority and Ark Network level in order to keep up to date with local, Ark Network-wide and national updates in SEND.

11 STORING AND MANAGING INFORMATION

All documents and information are stored in compliance with guidance presented in the Data Protection Policy, available on the website.

12 ACCESSIBILITY

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for

disabled pupils.

Our accessibility plan can be viewed here:

<https://burlingtondanes.org/sites/default/files/BDA%20Accessibility%20Plan%20policy.pdf>

13 DEALING WITH COMPLAINTS

Our named person for all matters relating to SEND is Elizabeth Rhodes. She should be contacted if parents / carers have a concern. If a parent wishes to make a formal complaint, guidance as to how this can be done is available on the academy website: <http://burlingtondanes.org/policies/complaints-policy>

14 REVIEWING THE POLICY

Governors, the Principal and SENDCo, paying regard to views expressed by students, parents and all agency staff who have been consulted or have contributed to SEND provision during the year, will review the policy, publishing an updated version on the school website.

This policy will be reviewed annually.

15 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.

16 LINKS

For ease of reference, we include the following Hyperlinks:

Document	Hyperlink
The Academy SEND Information Report	https://burlingtondanes.org/sites/default/files/BDA%20Secondary%20SEN%20Information%20Report%20201920.pdf
Hammersmith and Fulham Local Offer	http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0
Behaviour policy	https://burlingtondanes.org/sites/default/files/BDA%20Secondary%20Behaviour%20Policy%20-%20Draft%2031.08.19_1.pdf
Policy for meeting the needs of pupils with medical conditions	https://burlingtondanes.org/sites/default/files/Supporting%20Pupils%20with%20Medical%20Conditions%20.pdf
Complaints Procedure	https://burlingtondanes.org/sites/default/files/Complaints%20Policy%20.pdf

Appendix A: Assessment Strategy

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

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

AMBER / Yellow = Attainment / progress below average; gap between pupil and peers closing

GREEN = Attainment / progress in average range

UNIVERSAL	Possible area/s of need	TARGETED	SPECIALIST
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

Appendix B: Inclusion Strategy



Cognition and Learning	Literacy	<ul style="list-style-type: none"> Quality first teaching Whole school literacy strategy English Mastery curriculum LSA support for lower groups 	Differentiated curriculum for struggling readers: <ul style="list-style-type: none"> English Mastery foundation pathway Expressive Writing Ruth Miskin Fresh Start Phonics Programme Additional English Skills lessons in KS3 and KS4 	Additional school-based interventions: <ul style="list-style-type: none"> SRA Reading Laboratory Programme Ruth Miskin Fresh Start Phonics Programme (1:1) Toe-by-Toe (SpLD) Vocabulary lists BBC Readers (1:1 reading)Read Write Inc. On-line spelling intervention programmes: http://www.lexialearning.com National Handwriting Society: http://www.nha-handwriting.org.uk/ Free Touch-Typing programme: http://www.kidztype.com/index.html 	Assessment and/or bespoke support: <ul style="list-style-type: none"> 1:1 Specialist teaching intervention Speech and Language Therapy Educational Psychologist assessment and interventions Specialist assessment for exam support Michael Palin Centre for Stammering
	Numeracy	<ul style="list-style-type: none"> Great teaching LSA support for lower groups 	<ul style="list-style-type: none"> Maths Mastery Edexcel 'Functional Skills in Mathematics' (Level 1 and Level 2): http://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/Maths.html#tab-1 	<ul style="list-style-type: none"> Maths Watch small group numeracy intervention 1:1 numeracy skills 	Assessment and/or bespoke support: <ul style="list-style-type: none"> 1:1 Specialist teaching intervention Educational Psychologist assessment
	MLD / GDD	<ul style="list-style-type: none"> Great Teaching Whole school approach / strategies for teaching pupils with generally low attainment Learning Assistant Support 	Adapted English and Maths curriculum for pupils with general low attainment: <ul style="list-style-type: none"> Nurture Group Curriculum Support model Precision teaching Support with self-organisation 	<ul style="list-style-type: none"> As for literacy and numeracy Precision teaching 	Assessment and/or bespoke support: <ul style="list-style-type: none"> Educational Psychologist Speech and Language Therapist



Language and Communication	Great teaching Whole School Communication Strategy	Language rich and language supportive curriculum	Expressive and Receptive Vocabulary intervention 1:1 Social communication intervention Social skills groups	Specialist assessment and / or bespoke support: Speech and Language Therapist
Social, emotional, mental health	Whole school behaviour policy Whole school communication strategy Pastoral support offer (sanctions as well as supportive input) Restorative / mediation approaches	PSHE curriculum, with an emphasis on emotional / social / mental well-being	<ul style="list-style-type: none"> Sanctuary Place 2 Be counselling West London Zone Social Skills groups Group mentoring 1:1 mentoring Behaviour coaching Lego therapy Art therapy Inclusion support plans Emotional literacy interventions Making positive choices interventions 	Specialist assessment and/or bespoke support: <ul style="list-style-type: none"> Educational Psychologist CAMHs / TAMHs Alternative provision Group / family / individual therapy Social Services
Attendance	Whole school focus on attendance through assemblies and tutor times (Incentives, etc.)	PSHE curriculum – as above Home-School Contract (form tutors)	In-school meetings with parents / carers Attendance contract	EWO CAMHs / TAMHs Social Services if needed
Physical / Sensory Needs	Accessibility plan		As directed by specialist services	Specialist support / input from: Visual impairment / Hearing Impairment / Physical Disability Support Team
EAL	Whole school teaching strategies for pupils with EAL Differentiation to ensure pupils are fully immersed and able to participate	Nurture group for differentiated curriculum (if appropriate)	'New to English' Language induction	